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| **Purpose of Planning** | [**Unit One**](#Mooncake)  (pg. 2) | [**Unit Two**](#Frogs)  (pg. 3) | [**Unit Three**](#Rumplestiltskin)  **English Language Arts/Literacy**  **Grade 1 Year-at-a-Glance (SAMPLE)**  (pg. 4) | [**Unit Four**](#Spiders)  (pg. 5) | [**Unit Five**](#AmeliaBedelia)  (pg. 6) | [**Unit Six**](#Duck)  (pg. 7) |
| **Build students’ knowledge:**  Illustrate how knowledge builds through texts within and across grades | *Mooncake*, Frank Asch (Literary) | *Frogs*, Gail Gibbons (Informational) | [*Rumpelstiltskin*](http://etc.usf.edu/lit2go/175/grimms-fairy-tales/3088/rumpelstiltskin/), Grimm Brothers (Literary) | *Spiders*, Gail Gibbons (Informational) | *Amelia Bedelia*, Peggy Parish (Literary) | *Duck for President*, Doreen Cronin (Literary) |
| Students will learn about the moon, its cycles, and shadows. They will begin using evidence to investigate various tales about the moon.  This set builds on knowledge of patterns and cycles through observations. | Students will learn about life cycles, focusing on the development of frogs. They will continue to gather information from a variety of texts to support their opinions.  This set builds on the concept of life cycles. | Students will learn the traits of a fairy tale including elements of good and evil and the moral lessons found in fables.  This set builds on the concept of storytelling and builds student knowledge about traditional fairytales. | Students will read African folktales, explore how living things interact, and learn about spiders. They will evaluate animal interactions based on evidence.  This set adds to knowledge of storytelling. | Students will learn about the English language to begin to foster their ability to express themselves clearly in speaking and writing.  This set builds a foundation for language exploration. | Students will learn the character traits valued in leaders and good citizens and gain some initial information about our democratic process.  This set adds to knowledge of our country and its founding principles. |
| [**Increase text complexity**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2)**[[1]](#footnote-1) and integrate standards around text:**  Illustrate how complex text is used and provide multiple opportunities for students to develop their literacy | This plan provides an overview of whole-class instruction, which is focused on engaging students in meaningfully responding to complex read-aloud texts. The listed texts range in complexity from grades 1 to 4. Texts from the lower end of the range are included for students to read along during whole-class instruction, so students can begin to practice the standards more independently. Texts from grade 2 and higher should be used for whole-class read-aloud instruction. [Texts that students are using to learn to read should be written on their reading level and used in small-group instruction.](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-plan-for-grades-k-2.pdf?Status=Temp&sfvrsn=2)  Developing students’ facility with the reading foundational skills is critical for students’ later success as readers. While incidental reading foundational skills can be taught as a whole class using no text or portions of the whole-class texts (i.e., words, phrases, sentences, paragraphs), whole-class instruction should be balanced with explicit and systematic instruction in the [foundations of reading](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) during small-group literacy instruction**[[2]](#footnote-2)**. This structure serves to provide students with instruction in how to read while motivating students to want to read for the interesting meaning or knowledge they might gain from high-quality complex texts. Students should also engage in regular independent reading of books written at their independent reading level and self-selected texts for small-group instruction and literacy stations. | | | | | |

**English Language Arts/Literacy Grade 1 Year-in-Detail (SAMPLE)**

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| **[Unit One](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2)** | **Read-Aloud Anchor Text**  *Mooncake*, Frank Asch (Literary) | **Related Texts**  *Literary Texts*   * *Goodnight Moon*, Margaret Wise Brown * *Papa, Please Get the Moon for Me*, Eric Carle * *Kitten’s First Full Moon*, Kevin Henkes (Appendix B Exemplar) * *Moondance*, Frank Asch (Read Aloud) * *Moonbear’s Shadow*, Frank Asch (Read Aloud)   *Read-Aloud Informational Texts*   * *The Moon*, Carmen Bredeson * *The Moon Book*, Gail Gibbons * *Me and My Shadow*, Arthur Dorros * “[Dark Day](http://ngexplorer.cengage.com/ngyoungexplorer/1211/teachers.html),” *National Geographic Young Explorer*, November-December 2012, p. 11-15   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * “[Moon Pictures](http://dsc.discovery.com/tv-shows/curiosity/topics/moon-pictures.htm),” *Curiosity* on Discovery.com (Photographs) * “[A Closer Look at the Moon](http://schoolmediainteractive.com/view/object/clip/F8892D2CDD57F6FAAAA66AC2197EB040),” *Space Science Series*, SchoolMedia Interactive (Video) | **Building Student Knowledge**  Students will learn factual information about the moon, its patterns and cycles, and how light creates shadows. Noting that authors oftentimes use their imaginations to create stories, students will explore how misconceptions and misunderstandings can often be cleared up by gaining knowledge through observations or reading about others people’s findings in text. They will begin to use evidence to investigate what is true and what is myth in various tales about the moon. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.1.9, RL.1.10  RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.9, RI.1.10 |
| **Reading Standards: Foundational Skills [[3]](#footnote-3)**  RF.1.1a; RF.1.3b, d |
| **Text Complexity Rationale**  Text complexity ranges from grades 1 to 3. The lower complexity text levels (those not labeled as read-aloud texts) allow on-or above-level students the opportunity to read along during whole-class instruction and to explore and practice the standards more independently. | **Writing**  W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8 |
| **Sample Shared Research and Writing [[4]](#footnote-4)**  Through shared investigation of the informational and nonprint texts, locate the knowledge and evidence needed to clear up misconceptions and misunderstandings about the moon that are held by a character from the anchor or a related literary text. Create a written explanation for the chosen character. | **Speaking and Listening**  SL.1.1a-c, SL.1.2, SL.1.4, SL.1.5, SL.1.6 |
| **Language**  L.1.1a-c, e-g, j; L.1.2a-b, d-e; L.1.4a-c; L.1.5a-d; L.1.6 |

**English Language Arts/Literacy Grade 1 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Two**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Read-Aloud Anchor Text**  *Frogs*, Gail Gibbons (Informational) | **Related Texts**  *Literary Texts*   * *Frog and Toad are Friends*, Arnold Lobel * *Frog and Toad All Year*, Arnold Lobel * *The Mysterious Tadpole*, Stephen Kellogg (Read Aloud)   *Read-Aloud Informational Texts*   * *From Tadpole to Frog*, Wendy Pfeffer * *From Tadpole to Frog (Lifecycles)*, Gerald Legg and David Stewart * “[Frog Facts: Frogs vs. Toads](http://www.kidzone.ws/lw/frogs/facts8.htm),” KidZone   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * *Tuesday*, David Wiesner (Wordless Picture Book) * Texts from *A Boy, A Dog, and A Frog* (series), Mercer Mayer (e.g., *One Frog Too Many*, *Frog Goes to Dinner*, or *Frog on His Own*) (Wordless Picture Books) | **Building Student Knowledge**  Students will continue to gather information from a variety of texts to support their opinions. They will build on knowledge of plants and growth to focus on the life cycles of animals, specifically frogs and toads. Students will explore the changes of life and how animals adapt to help them survive. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10  RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10 |
| **Reading Standards: Foundational Skills [[5]](#footnote-5)**  RF.1.1a; RF.1.3b, d-f |
| **Text Complexity Rationale**  Text complexity ranges from grades 1 to 3. The lower complexity text levels (those not labeled as read-aloud texts) allow for on-or above-level students the opportunity to read along during whole-class instruction and to explore and practice the standards more independently. | **Sample Shared Research and Writing**  Gather evidence from the anchor text and the informational texts to explain why specific details or events from the literary texts could or could not happen. Create a written explanation and describe the information to the class. | **Writing**  W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8 |
| **Speaking and Listening**  SL.1.1a-c, SL.1.2, SL.1.4, SL.1.5, SL.1.6 |
| **Language**  L.1.1a-b, f-g, i-j; L.1.2a-b, d-e; L.1.4a-c; L.5.a-b; L.1.6 |

**English Language Arts/Literacy Grade 1 Year-in-Detail, cont. (SAMPLE)**

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| **[Unit Three](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2)** | **Read-Aloud Anchor Text**  [*Rumpelstiltskin*](http://etc.usf.edu/lit2go/175/grimms-fairy-tales/3088/rumpelstiltskin/), Grimm Brothers (or a picture book version complex enough for reading aloud, e.g., from *A Handful of Beans*, Jeanne Steig) | **Related Texts**  *Literary Texts*   * [*The Emperor’s New Clothes*](http://etc.usf.edu/lit2go/68/fairy-tales-and-other-traditional-stories/5637/the-emperors-new-clothes/)*,* Hans Christian Andersen (Read Aloud) * [*The Frog-Prince*](http://etc.usf.edu/lit2go/175/grimms-fairy-tales/3066/the-frog-prince/), Grimm Brothers (Read Aloud) * *Seven Blind Mice,* Ed Young * Excerpts from *The Classic Treasury of Aesop’s Fables,* illustrated by Don Daily * Excerpts from *A Sip of Aesop,* Jane Yolen   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * “[The Story of Aesop’s Fables](http://player.discoveryeducation.com/views/hhView.cfm?guidAssetId=674ecb55-91a3-4121-9263-25e7ac9f9e5b&play=true&skin=&preview=true&small=true),” DiscoveryEducation.com (Video) | **Building Student Knowledge**  Students explore classic folktales and stories that teach about the importance of positive character traits: honesty (with others and yourself), kindness, self-discipline, responsibility, and resourcefulness. Students also begin to develop an awareness of common thematic concepts and traits in traditional folktales and fairy tales, such as qualities of good versus evil and the moral lesson. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10 |
| **Reading Standards: Foundational Skills [[6]](#footnote-6)**  RF.1.1a; RF.1.3a-b, d-f |
| **Text Complexity Rationale**  Text complexity ranges from grades 1 to 3. The lower complexity text levels (those not labeled as read-aloud texts) allow for on- or above-level students the opportunity to read along during whole-class instruction and to explore and practice the standards more independently. | **Sample Shared Research and Writing**  Working in small cooperative groups, students engage in discussions/debates about characters and lessons learned from the stories. Students complete written notes as a group. After selecting two characters from any of the stories, the group will describe the two characters, including what they do and what happens to them, and then compare and contrast the experiences of the characters using a graphic organizer. Groups will then discuss the answer to, “Which character is better than the other? Why?” Students will then create individual opinion essays answering the question and using the notes from the group. | **Writing**  W.1.1, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8 |
| **Speaking and Listening**  SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6 |
| **Language**  L.1.1a-g, j; L.1.2a-e; L.1.4a-c; L.1.5a, c-d; L.1.6 |

**English Language Arts/Literacy Grade 1 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Four**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Read-Aloud Anchor Text**  *Spiders*, Gail Gibbons (Informational) | **Related Texts**  *Literary Texts*   * *Anansi and the Moss-Covered Rock*, Eric A. Kimmel (Read Aloud) * *How Spider Tricked Snake*, Mirna Benitez (Read Aloud) * *“*Anansi Saves Antelope” from *One-Hundred-and-One African-American Read-Aloud Stories*, Susan Kantor(Read Aloud) * *Be Nice to Spiders,* Margaret Bloy Graham * *The Very Busy Spider*, Eric Carle   *Read-Aloud Informational Texts*   * *Spiders*, Illa Podendorf * *Mighty Spiders*, Fay Robinson * *Spiders Are Not Insects*, Allan Fowler | **Building Student Knowledge**  Students will read several Anansi stories, which present Anansi as a trickster and as a helper. They will explore character motivation and how animals interact with other animals and adapt to their living conditions. Students will continue to learn how to use evidence from informational and literary texts to inform their opinions. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.1.9, RL.1.10  RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10 |
| **Reading Standards: Foundational Skills [[7]](#footnote-7)**  RF.1.1a; RF.1.3a-f; RF.1.4a |
| **Text Complexity Rationale**  Text complexity ranges from the middle of grade 1 to grade 3. The lower complexity text levels (those not labeled as read-aloud texts) allow for on- or above-level students the opportunity to read along during whole-class instruction and to explore and practice the standards more independently. | **Sample Shared Research and Writing**  Working in small collaborative groups, students engage in discussion/debates about the value of spiders. Gathering evidence from the literary and informational texts, students will identify reasons to form and support their answer to the question, “Are spiders good or bad?” | **Writing**  W.1.1, W.1.2, W.1.5, W.1.7, W.1.8 |
| **Speaking and Listening**  SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.6 |
| **Language**  L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6 |

**Cara Ashrose** (Author)

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**English Language Arts/Literacy Grade 1 Year-in-Detail, cont. (SAMPLE)**

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| **[Unit Five](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2)** | **Anchor Text**  *Amelia Bedelia*, Peggy Parish (Literary) | **Related Texts**  *Literary Texts*   * *Thank You, Amelia Bedelia* and *Teach Us, Amelia Bedelia*, Peggy Parish * *Nouns and Verbs Have a Field Day* and *Punctuation Takes a Vacation*,Robin Pulver (Read Alouds) * *In English, Of Course*, Josephine Nobisso (Read Aloud)**Josephine Nobisso** (Author)   **›** [Visit Amazon's Josephine Nobisso Page](http://www.amazon.com/Josephine-Nobisso/e/B001H6IXAK/ref=ntt_athr_dp_pel_pop_1)  Find all the books, read about the author, and more.  See [search results](http://www.amazon.com/-/e/B001H6IXAK/ref=ntt_athr_dp_sr_pop_1?_encoding=UTF8&field-author=Josephine%20Nobisso&search-alias=books&sort=relevancerank) for this author  Are you an author? [Learn about Author Central](http://authorcentral.amazon.com/gp/landing/ref=ntt_atc_dp_pel_1)  *Informational Texts*   * *A Day With a Carpenter*, Joanne Winne * *A Day With a Doctor*, Jan Kottke * *Hairy, Scary, Ordinary: What is an Adjective?*, *A Mink, a Fink, a Skating Rink: What is a Noun?*, and *To Root, to Toot, Parachute: What is a Verb?*, Brian Cleary (Read Alouds) | **Building Student Knowledge**  Students will explore the nuances of the English language and the importance of being clear and precise when communicating, whether orally or through writing. They will study the English language, specifically grammar and parts of speech, to begin to foster their ability to express themselves and say and write what they truly mean. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.1.1, RL.1.3, RL.1.4, RL.1.7, RL.1.9, RL.1.10  RI.1.1, RI.1.3, RI.1.4, RI.1.6, RI.1.10 |
| **Text Complexity Rationale**  Text complexity ranges from the end of grade 1 to grade 3. By the end of grade 1, all students are expected to read grade-level texts (those not labeled as read-aloud texts) with enough fluency and accuracy to support comprehension (RF.1.4a-c). The grade-level texts in this set should be used as read-along texts during whole-class instruction to allow students the opportunity to explore and practice the standards more independently. | **Reading Standards: Foundational Skills [[8]](#footnote-8)**  RF.1.1a; RF.1.3a-g; RF.1.4a-b |
| **Sample Shared Research and Writing**  As a class, create a play in which Amelia Bedelia comes to the students’ classroom/school or is hired in one of the jobs from the related informational texts.  Create a mural of the classroom, playground, and/or lunchroom and label the mural with adjectives, nouns, and verbs for objects and actions in that area. | **Writing**  W.1.1, W.1.3, W.1.5, W.1.7, W.1.8 |
| **Speaking and Listening**  SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6 |
| **Language**  L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6 |

**English Language Arts/Literacy Grade 1 Year-in-Detail, cont. (SAMPLE)**

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| **[Unit Six](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2)** | **Read-Aloud Anchor Text**  *Duck for President*, Doreen Cronin (Literary) | **Related Texts**  *Literary Texts*   * *If I Ran for President*, *If I Were President*, and *Today on Election Day*, Catherine Stier (Read Alouds) * *My Teacher for President*, Kay Winters * *We Live Here Too! Kids Talk About Good Citizenship*, Nancy Loewen (Read Aloud) * *If Everybody Did*, Jo Ann Stover   *Informational Texts*   * *Being a Leader*, Robin Nelson (First Step Nonfiction) * Celebrating President’s Day: What Is a President?, Kimberly Jordano and Trisha Callella-Jones * Excerpts from *So You Want to be President?*, Judith St. George (Appendix B Exemplar, Read Aloud) * *Why Are Elections Important? (Know Your Government)*, Jacqueline Laks Gorman * *We the Kids: The Preamble to the Constitution of the United States*, David Catrow (Read Aloud) * Excerpts from *D is for Democracy*, Elissa Grodin (Read Aloud) | **Building Student Knowledge**  Students build their knowledge about the character traits valued in a good leader and citizen by exploring government, laws, elections, and the lives and decisions of former presidents. Through the anchor text, students discuss the power of language and details of the voting process. Students gain a preliminary understanding of our democratic process and build on the knowledge gained in kindergarten about our country. This connects to social studies. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10  RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10 |
| **Text Complexity Rationale**  Text complexity ranges from grade 1 to grade 4. By the end of grade 1, all students are expected to read grade-level texts (those not labeled as read-aloud texts) with enough fluency and accuracy to support comprehension (RF.1.4a-c). The grade-level texts should be read along in whole class and then reread in small-group instruction. *If Everybody Did* has the lowest readability, so it could be read in collaborative groups or pairs with teacher monitoring. | **Reading Standards: Foundational Skills [[9]](#footnote-9)**  RF.1.1a; RF.1.3a-g; RF.1.4a-c |
| **Sample Shared Research and Writing**  Create a class alphabet book on “citizenship” and/or the US democratic process and its leaders. | **Writing**  W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8 |
| **Speaking and Listening**  SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6 |
| **Language**  L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6 |

1. By the end of grade 1, students are expected to read grade-level texts with purpose, understanding, and sufficient fluency and accuracy to support comprehension, with some teacher prompting and support as needed (RL.1.10, RI.1.10, RF.1.4a-c). See [Guidance for Planning for Instruction in Grades K-2](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-plan-for-grades-k-2.pdf?Status=Temp&sfvrsn=2) for additional information about selecting texts for grade 1. [↑](#footnote-ref-1)
2. For advanced readers, small-group instruction could involve rereading portions of whole-class texts and engaging in further investigation of texts written at their reading level. [↑](#footnote-ref-2)
3. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-3)
4. “Shared Research and Writing” refers to student-led inquiry activities; these are extension activities that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards. [↑](#footnote-ref-4)
5. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-5)
6. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-6)
7. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-7)
8. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-8)
9. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-9)