

Semester: 1 Grade Level/Department: \_\_\_\_\_ First \_\_\_\_\_ Subject: Reading Team Members: Andy Erickson Nicole Jensen

Standard #	Description	Example or Rigor	Prior Skills Needed	Assessment	When Taught?
Standard 2 Sub-Strand B	Demonstrate emerging knowledge of the writing process with attention to organization, topic, and quality of ideas.	Write simple sentences using a process and strategies to plan, compose, revise and edit.	Spelling, left to right, spacing, handwriting	Performance, Unit Tests	Ongoing
Standard 2 Sub-Strand C	The student will demonstrate emerging knowledge of punctuation, spelling and capitalization.	Capitals, end marks, Spelling, simple sentences	Phonics, left to right, handwriting, simple sentence structure	Spelling Tests, Unit Tests, Performance	Ongoing
Standard 1 Sub-Strand A	Word recognition analysis and fluency	Phonemic awareness, fluency, phonics and word recognition strategies	Identify words in sentences, identify letters, Kindergarten sight words	Performance, Unit Tests, Word Lists	Ongoing
Standard 1 Sub-Strand B	Vocabulary Expansion	Develop and expand reading, listening and speaking vocabularies	Kindergarten sight words	Word Lists, Performance, AR tests	Ongoing
Standard 1 Sub-Strand C	Comprehension	Understand the meaning of texts that have been read or listened to	Listening skills, Kindergarten sight words, prior knowledge	Comprehension questions, AR tests, Unit Tests, Discussions	Ongoing
Standard 1 Sub-Strand D	Literature	Engage in the reading process, understand story elements, illustrations and sequence	Kindergarten sight words, letter names and sounds	Oral Reading Inventories, Class discussions, Unit Tests	Ongoing
Standard 3 Sub-Strand B	Viewing	Student will become familiar with the structure of printed material	Listened to stories being read	Oral Reading Inventories, Unit Tests	Ongoing

**Description**—What is the essential standard to be learned? Define in student-friendly vocabulary.

**Example or Rigor**—What does this look like? Provide an example or sample problem.

**Prior Skills Needed**—What knowledge or skills must the student already have in order to master this standard?

**Assessment**—How will student mastery be measured?

**When Taught**—What is the proposed time frame for teaching this standard?

*\*Adapted from Solution-Tree 2009 Reproducibles*

Semester: 2 Grade Level/Department: First Grade Subject: Reading Team Members: Andy and Nicole

Standard #	Description	Example or Rigor	Prior Skills Needed	Assessment	When Taught?
Standard 2 Sub-strand A	The student will compose various types of writing.	Narrative, informative, poetic	Sentence structure	Performance/ Rubric	Ongoing
Standard 2 Sub-strand D	Locate and use reference materials	Finding a words in the dictionary	Alphabetical Order	Performance	Ongoing
Standard 2 Sub-strand E	Students will improve their handwriting	Spaces words and sentences appropriately	Letter formation	Performance	Ongoing
Standard 1 Sub-strand A	Read 100 high frequency words	Word lists	Segmenting & blending	Performance/ Unit Test	Ongoing
Standard 1 Sub-strand B	Vocabulary Expansion	Use context to predict and infer word meanings	Reading	Performance	Ongoing
Standard 3 Sub-strand A	Communicate effectively through listening and speaking	Ask and respond to questions	Rules of conversation	Performance	Ongoing

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**Example or Rigor**—What does this look like? Provide an example or sample problem.

**Prior Skills Needed**—What knowledge or skills must the student already have in order to master this standard?

**Assessment**—How will student mastery be measured?

**When Taught**—What is the proposed time frame for teaching this standard?

Semester: 2 Grade Level/Department: First Grade Subject: Reading Team Members: Andy and Nicole

Standard #	Description	Example or Rigor	Prior Skills Needed	Assessment	When Taught?
Standard 2 Sub-strand A	The student will compose various types of writing.	Narrative, informative, poetic	Sentence structure	Performance/ Rubric	Ongoing
Standard 2 Sub-strand D	Locate and use reference materials	Finding a words in the dictionary	Alphabetical Order	Performance	Ongoing
Standard 2 Sub-strand E	Students will improve their handwriting	Spaces words and sentences appropriately	Letter formation	Performance	Ongoing
Standard 1 Sub-strand A	Read 100 high frequency words	Word lists	Segmenting & blending	Performance/ Unit Test	Ongoing
Standard 1 Sub-strand B	Vocabulary Expansion	Use context to predict and infer word meanings	Reading	Performance	Ongoing
Standard 3 Sub-strand A	Communicate effectively through listening and speaking	Ask and respond to questions	Rules of conversation	Performance	Ongoing

**Description**—What is the essential standard to be learned? Define in student-friendly vocabulary.  
**Example or Rigor**—What does this look like? Provide an example or sample problem.  
**Prior Skills Needed**—What knowledge or skills must the student already have in order to master this standard?  
**Assessment**—How will student mastery be measured?  
**When Taught**—What is the proposed time frame for teaching this standard?

Semester: 2 Grade Level/Department: \_\_\_\_\_ First Grade \_\_\_\_\_ Subject: \_\_\_\_\_ Math \_\_\_\_\_ Team Members: Andy and Nicole \_\_\_\_\_

Standard #	Description	Example or Rigor	Prior Skills Needed	Assessment	When Taught?
1.1.1.1	Place Value 1-100	Recognize 21 as 2 tens and 1 one	Numbers 1-100	Chapter 8 Test	February
1.1.1.2 1.1.1.5	Read, write, and compare numbers to 120	103, __, 105	Counting to 100	Chapter 7 Test	January
1.1.1.4	Find 10 more or 10 less than a number	What is 10 more than 55?	Skip Counting	Chapter 7 Test	January
1.3.2.3	Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar	$$.10 + $.10 =$	Skip Counting and Coin Recognition	Chapter 9 Test/ Performance Tests	February/March
1.3.2.2	Tell time to the hour and half hour	What is two hour past 6:00?	Skip Counting	Chapter 6 Test/ Performance Tests	January
1.2.2.1	Represent real-world situations using addition and subtraction facts.	Tom has six toys; he gave two toys to Greg. How many toys does Tom have now?	Adding and subtracting numbers 1-10	Chapter 11 Test	
1.3.2.1	Measure the length of an object.	Measure a table by placing paper clips end to end and counting.	Counting numbers 1-100	Chapter 10 Test/ Performance Tests	
1.2.2.3	Use objects and number lines to identify the missing number in an equation	$10 + \underline{\quad} = 17$	Adding number 1-10	Chapter 11 Test	

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