TEACHER GUIDANCE

For teaching the Georgia Standards of Excellence (GSE)
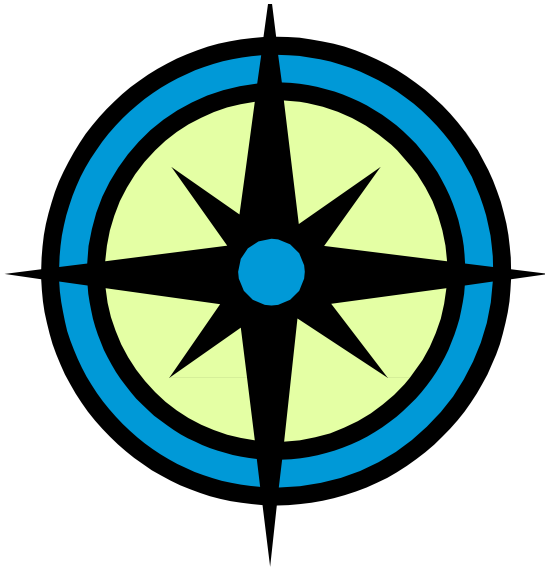
Grade One

Introduction

This purpose of this document is to reflect the revised standards and the change from Common Core Georgia Performance Standards (GSE) to the Georgia Standards of Excellence (GSE).

About Grade One

Students entering first grade are developing strategies that will enable them to comprehend 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 learn more advanced phonics skills and build a bank of sight words. They read, listen to, and discuss more complex stories, make connections between what they read and hear and their experiences. They monitor and self-correct their reading, retell stories identifying key details, and describe characters and settings. First graders will understand text features such as glossaries, and will be able to identify the main topic. Students' analytical skills will extend to identifying the central message/lesson/theme, understanding character and plot development, and evaluating the impact of word choice. While the First Grade GSE 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.

For every standard listed, these instructional strategies are crucial:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire.
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers.
- Provide differentiated small group instruction as needed.
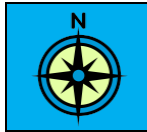
	First Grade
	Reading Literary (RL)
	ELAGSE1RL1: Ask and answer questions about key details in a text.

Skills/Concepts for Students:
- Ask and answer questions about essential narrative elements (e.g., setting, characters, problems, events, solution, resolution) of a read-aloud or independently read text
- Know when to use appropriate questions words
- Set a purpose for reading by generating questions before reading
- Engage in conversations to understand the text by using questions words

Instructional Strategies for Teachers:
- Help students to understand the question "who" – are the character(s) people, animals, etc.
- Define setting as where and when the story takes place
- Ask students to make predictions about story events before reading and at plot turns during reading
- During reading, guide students in asking and answering questions about key details in a text using question words
- Have students locate text evidence that helps them to answer questions about key details; ask students to point to the answer, underline it, highlight it, etc.
- Encourage questions and conversations among students about stories they have heard or read

Sample Performance-based/Standards-based Task(s):
During small group or partner reading time, students will select literary texts on their independent reading level. Allow students to work together to generate questions about key details (e.g., Who are the characters? What is the setting?). Students will write their questions in their journals. After reading the text, students will write their answers and share with the class.

Suggested Key Terms:

Key Details	Events	Question/Questioning	Ask	Answer	Who	What	Where
When	Why	Beginning	Middle	End	Character	Plot	Setting

	First Grade
	Reading Literary (RL)
	ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Skills/Concepts for Students:
- Listen to, read, and discuss a variety of literary text
- 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 students with instruction in story retelling, helping them to identify key details
- Model with students how to use key details from the story to help 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)
- Use graphic organizers to help students retell a story and include key details
- Ask questions such as, "What is the author trying to tell you in this story?" "What did the main character learn that I, too, could learn?" "Did any of the characters learn a lesson?" "What does the author want us to learn?" "What is the big idea the author wants us to remember after reading the story?"
- Teach students to use a retelling hand, where the 5 fingers represent Characters, Setting, Events, Problem, and Solution, and the center of the palm is the "heart" of the story, or central message or lesson the author is sharing.

Sample Performance-based/Standards-based Task(s):
Using a retelling hand, students retell a story they have heard or read.

Suggested Key Terms:

Retell	Central Message/Lesson	Key Details	Lesson	Sequence
Characters	Setting	Problem	Solution	Events

	First Grade
	Reading Literary (RL)
	ELAGSE1RL3: Describe characters, settings, and major events in a story, using key details.

Skills/Concepts for Students:
- Recognize plot, setting and character within texts
- Ask and answer questions about essential narrative elements in text (e.g., setting, characters, problems, events, solution)
- Visualize characters, settings, and events as they are described in a story

**Instructional Strategies for Teachers:**
- Discuss the main components of a story (e.g., characters, setting, major events)
- During the reading of a text, ask questions that will require students to describe characters, settings and major events: "How would you describe this character?" "What can you tell me about this character?" "How would you describe the setting?"

Sample Performance-based/Standards-based Task(s):
Ask students to write a detailed description of the story setting. Have a student who is not familiar with the story read the description and draw the setting based on what they read. Encourage students to include key details that will help their partner to visualize the setting as it is described and/or illustrated in the story. Students could also write a description of a character and major events for a partner to read and illustrate.

Suggested Key Terms:

Describe   Character   Visualize   Setting   Key Details   Major Event
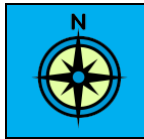
	First Grade
	Reading Literary (RL)
	ELAGSE1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Skills/Concepts for Students:
- Identify sensory details (words that describe what you hear, smell, see, taste, and touch)
- Identify words that suggest feelings (e.g., laughing suggests happiness)

Instructional Strategies for Teachers:
- Locate words in the text that describe the feeling you infer from the illustration
- Read aloud stories and poems to students that include words and phrases that suggest feelings or appeal to the senses
- Ask students to locate phrases or words that describe what a character does or says that help them to infer how a character feels (e.g., he stomped his foot, so he is probably feeling mad.)
- Make an anchor chart with a column for each of the 5 senses; have students describe something such as popcorn using their five senses, and record words and phrases under each of the senses
- Ask students to look for words that appeal to the senses as they read
- 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 Performance-based/Standards-based Task(s):
Select a poem or story that will support a discussion about the senses. Have students underline or highlight words that appeal to the senses. List these words on chart paper for students to read.
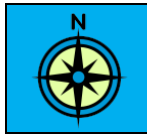
Suggested Key Terms:
Identify   Feeling Words   Phrases   Senses   Story   Poem

	First Grade
	Reading Literary (RL)
	ELAGSE1RL5: Explain major differences between texts that tell stories and texts that give information.

Skills/Concepts for Students:
- Distinguish fact from fiction in a text
- Identify the distinguishing elements of a story
- Identify the text features that give information

Instructional Strategies for Teachers:
- Provide students with a variety of fiction and listen to and read for pleasure
- Provide students with a variety of informational texts and listen to and read for information
- Read a variety of texts to students and have students note the differences between books that tell stories and books that give information
- Discuss the genre of books you read in class

Sample Performance-based/Standards-based Task(s):
Read paired texts – a nonfiction text and a fiction text on the same topic. Ask students what differences they notice between the two. Make an anchor chart about the major differences. Then have students do a book sort in a hula hoop Venn diagram, placing books that tell stories in one circle, books that give information in the other circle, and books that do both in the intersection of the hula hoops.

Suggested Key Terms:

Differences	Fact	Fiction	Nonfiction	Text	Compare	Contrast
Informational Text	Genre	Storybook				

	First Grade
	Reading Literary (RL)
	ELAGSE1RL6: Identify who is telling the story at various points in a text.

Skills/Concepts for Students:
- Identify the narrator of a story
- Describe the role of the narrator of the story
- Use knowledge of characters and story events to determine who is telling the story

Instructional Strategies for Teachers:
- Lead students in a discussion about the role of the storyteller/narrator
- Encourage students to share information about the narrator in stories they have read (e.g., who is telling the story and how do you know?)
- In texts that contain dialogue, help students to understand the difference between the narrator and the character whose spoken words are indicated by quotation marks and tag lines (e.g., John said)
- Share books that tell the same story written from different points of view. As you read each book, have students infer who is telling the story and identify the clues that helped them to make that inference. Discuss how the story is different when told by a different narrator. (Students will be introduced to point of view. However, students will not be expected to recognize the difference between 1st and 3rd.)
- Write a story from a different point of view (going to the park from a dog's point of view, a fairytale from the evil character's point of view); see if students can infer who the unnamed narrator is. Challenge them to write a story with an unusual narrator.

Sample Performance-based/Standards-based Task(s):
The teacher will read aloud books to the class and discuss who is telling the story. For example, read the two versions of the three little pigs, one told by the pigs and one told by the wolf. 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.

Suggested Key Terms:

Identify	Text	Author	Narrator/Speaker	Point Of View
Narrator/Speaker/Storyteller/Author				

	First Grade
	Reading Literary (RL)
	ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

Skills/Concepts for Students:
- Make predictions from pictures and titles
- Use written descriptions to visualize characters, settings, and events
- Make inferences about characters, settings, and events by using prior knowledge along with details from the text and illustrations
- Visualize characters, settings, and events using details from the text

Instructional Strategies for Teachers:
- Model how illustrations and details in a story can help them to describe the characters, setting, and events
- Read a chapter book to the class; explain that when there are no illustrations, it is their job to listen for key details to help them to visualize (paint a picture in their head or make a movie in their mind) to help them understand the story characters, settings and events
- Conduct a picture-walk through a text to help students predict what they think might be happening in the text
- Read aloud books in which the illustrations add information that is not in the text

Sample Performance-based/Standards-based Task(s):
Read aloud a story to the class without showing the illustrations. Ask students to draw the main character. Compare the drawings and look for similarities. Ask: What details did you hear in the text that helped you to visualize the character? Then show the illustrator's picture of the character and ask students what they notice. What details did you all include?

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.

Suggested Key Terms:

Illustrations/Illustrator	Story Details	Describe	Character	Event	Setting
Visualize					

	First Grade
	Reading Literary (RL)
	ELAGSE1RL8: (Not applicable to literature) **ELAGSE1RL9:** **Compare and contrast the adventures and experiences of characters in stories.**

Skills/Concepts for Students:
- Recognize plot, setting and character within texts
- Compare and contrast the adventures and experiences of characters

Instructional Strategies for Teachers:
- Read aloud stories to students that have characters with similar and different adventures and experiences. Ask students to make inferences about how their experiences and adventures contributed to those similarities and differences.
- Allow students to retell stories they have read or heard comparing and contrasting the adventures and experiences of the characters.
- Model the use of graphic organizers to help students compare and contrast the adventures and experiences of characters in familiar stories.
- Teach hand signals for "compare" and "contrast" to make the terms memorable (e.g., Compare: Lace your fingers together and nod your head. Contrast: Bring your fists together and shake your head.)

Sample Performance-based/Standards-based Task(s):
Read aloud two stories with similar adventures or experiences. Students will identify similarities and differences in the main character/setting/events from the two stories. Create an anchor chart or guide students in creating a Venn diagram or bubble map to record their ideas.

Suggested Key Terms:

Compare	Contrast	Similar	Different	Adventure
Characters	Experience			

	First Grade
	Reading Literary (RL)
	ELAGSE1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Skills/Concepts for Students:
With prompting and support
- Use a variety of strategies to understand and gain meaning from grade-level text
- Participate in conversations with peers about grade level complex text
- Monitor your own reading and self-correct as needed

Instructional Strategies for Teachers:
- Do a running record to identify the types of prompts and support that students need
- When a student is reading to you, use prompts that remind the student to apply previously learned strategies – allow think time
- Give students daily experiences with text written at different levels:
  o For read alouds, choose above grade level text to expose the class to new vocabulary by including many texts that they would not be able to read independently
  o For shared reading, select grade-level text. Include opportunities for re-reading
  o For guided reading, use books on each group's instructional reading level
  o During independent reading, students should be reading texts at their independent level, but challenge them to sometimes choose a high-interest book that is slightly above their current level
- Teach students how to select "just-right" books according to their Lexile level
- Engage students in group reading activities (e.g., read-alouds, language experience stories, choral reading, Reader's Theater, digital presentations of books, small group reading)
- Teach more advanced students prompts to use to coach their reading partner as needed

Sample Performance-based/Standards-based Task(s):
The teacher will provide students opportunities to engage in reading books in their text complexity band. Progress monitor frequently to determine the student's reading level and move students up the ladder of text complexity. Students may keep a reading log of books that they have read over the year.
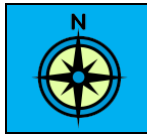
Suggested Key Terms:

Prose	Poetry	Strategy	Monitor	Reread	Self-Correct

	First Grade
	Reading Informational (RI)
	ELAGSE1RI1: Ask and answer questions about key details in a text.

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
- Engage in conversations about the information they have read or that has been read to them

**Instructional Strategies for Teachers:**
- Set a explicit purpose for reading (for example, when reading a biography about Harriet Tubman, set a purpose for reading by having students listen closely to the strategies Harriet Tubman used to escape)
- Read aloud informational text to students demonstrating how to ask questions and then locate answers in a text
- Guide students in making predictions about text
- Model the use of graphic organizers to collect information
- Guide students in completing a graphic organizer that will help them identify key details in a text
- Have students locate text evidence that helps them to answer questions about key details; ask students to point to the answer, underline it, highlight it, etc.

Sample Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:

Key Details	Questions	Topic	Facts	Reasons	Supporting Details
Conclusions	Predictions	Answers	Who	What	Where
When	Why	Text Evidence	Transition		
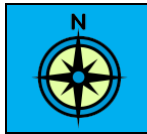
	First Grade
	Reading Informational (RI)
	ELAGSE1RI2: Identify the main topic and retell key details of a text.

Skills/Concepts for Students:
- Identify the main idea/topic and key details of informational text read or heard
- Identify and infer main idea/topic and key details
- Retell key details in a text

Instructional Strategies for Teachers:
- Model how to locate key details by using think-aloud techniques 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 details, events and setting in a text?
    - What is this text mostly about?
    - What is the most important thing that the author wants us to know?

Sample Performance-based/Standards-based Task(s):
The teacher reads an informational text to the students. The class will select the main topic from a list of topics with several distractors present. The students will identify the key details that support the main topic. The teacher records the details provided by the students on a graphic organizer. During small group instruction, students will read an informational text and work with a partner to highlight the key details in the text.

Suggested Key Terms:
Main Idea (Topic)   Key Details   Key Events   Retell

	First Grade
	Reading Informational (RI)
	ELAGSE1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Skills/Concepts for Students:
- Identify and explain the connection between two individuals, events, ideas, or pieces of information in a text
- Identify the cause and effect relationships between two individuals or events

Instructional Strategies for Teachers:
- 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 and orally share connections between two individuals, events, ideas, or pieces of information in a text
- Use a variety of graphic organizers to help students explain connections depending on the text structure
- Sequence pictures and sentence strips to order events

Sample Performance-based/Standards-based Task(s):
After reading an informational text, have students use a graphic organizer to identify cause/effect relationships or to show the relationships (compare/contrast) between individuals.

Suggested Key Terms:
Text Connections   Individuals   Events   Ideas   Information   Cause   Effect

	First Grade
	Reading Informational (RI)
	ELAGSE1RI4: Ask and answer questions to determine or clarify the meaning of words and phrases in a text.

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:
- During read-alouds, use the think aloud strategy to model how to 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 Performance-based/Standards-based Task(s):
During a read aloud, teach students to signal for unknown words. The teacher prompts students to use context clues to determine the meaning of the unknown words. During small group instruction, students will read an informational text on an independent or instructional level. During the second read, the students will record/highlight unknown words in the text. The teacher and students will read from the text and discuss to determine the meanings of unknown words.

Suggested Key Terms:
Question   ask   answer   phrases   words   meaning   clarify text

	First Grade
	Reading Informational (RI)
	ELAGSE1RI5: 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.

Skills/Concepts for Students:
- Locate headings, table of contents, glossary, index, electronic menu, icon in text
- Preview text using various text features
- Locate information quickly and accurately by using organizational text features

Instructional Strategies for Teachers:
- Explain to students informational text features, where they are located and their importance (e.g., heading, table of contents, glossary, index, electronic menu, icon)
- Make an anchor chart with an example of each text feature and how it helps the reader
- Provide students with opportunities to look at books and electronic text while pointing out various text features and how they help to locate key facts and information

Sample Performance-based/Standards-based Task(s):
Engage students in a Scavenger Hunt to locate various text features in an informational text. Students will work with a partner to locate the text. 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.

Suggested Key Terms:
Text Features   Headings   Table Of Content   Glossary   Electronic Menu   Icon   Index

	First Grade
	Reading Informational (RI)
	ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Skills/Concepts for Students:
- Recognize that print and pictures are both sources of information (signs and labels, newspapers, and informational books)
- Use prior knowledge, graphic features (illustrations), and graphic organizers to understand text
- Interpret information from illustrations, diagrams, charts, graphs, and captions
- Recognize the differences between information provided by pictures and illustrations and the words in a text

Instructional Strategies for Teachers:
- 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, captions, graphic organizers, diagrams, charts, and graphs and information provided by the words in a text
- Ask: "What can you learn from the illustrator?" "After reading the text, what is in the text that is not in the illustration?"

Sample Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:

Distinguish	Pictures	Illustrations	Charts	Graphs
Information	Diagrams	Text	Captions	

	First Grade
	Reading Informational (RI)
	ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.

Skills/Concepts for Students:
- Recognize and use graphic features to understand text
- Interpret information from illustrations, diagrams, charts, and graphs

Instructional Strategies for Teachers:
- 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 Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:

Illustration   Detail   Describe   Key Ideas   Identify   Discuss   Graphic Feature

	First Grade
	Reading Informational (RI)
	ELAGSE1RI8: Identify the reason an author gives to support points in a text.

Skills/Concepts for Students:
- Identify the main idea
- Identify the supporting details of informational text read or heard

Instructional Strategies for Teachers:
- 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 Performance-based/Standards-based Task(s):
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, as well as identify the main idea and supporting details for a text. The group will share their findings with the rest of the class.

Suggested Key Terms:

Author	Main Idea	Support	Detail	Reason	Example

	First Grade
	Reading Informational (RI)
	ELAGSE1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Skills/Concepts for Students:
- Recognize similarities in and differences between key details in texts that have the same topic
- Compare and contrast illustrations, descriptions, or 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 Venn diagram or Double Bubble to compare and contrast (similarities and differences) between two texts
- Generate a chart for procedural/how to texts
- Provide opportunities for students to identify similarities and differences between texts

Sample Performance-based/Standards-based Task(s):
The teacher reads aloud to the class two texts on the same topic (e.g., books about dolphins). Guide and discuss with the class, using a graphic organizer to compare and contrast the two texts, look at the illustrations, etc.

Suggested Key Terms:

Similarities	Differences	Compare	Contrast	Topic	Procedure
Detail	Illustrations	Description			
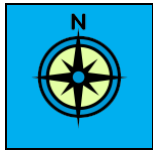
	First Grade
	Reading Informational (RI)
	ELAGSE1RI10: With prompting and support, read informational texts appropriately complex for grade 1.

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
- Participate in conversations with peers about grade level complex text

Instructional Strategies for Teachers:
- Demonstrate to students how to monitor their own reading, self-correcting as needed
- Provide opportunities for students to develop comprehension skills by reading a variety of increasingly complex informational text
- Use material at an appropriate level of complexity, but give students experience with text written at different levels:
  o For read alouds, choose above grade level text to expose the class to new vocabulary by including many texts that they would not be able to read independently.
  o For shared reading, select grade-level text. Include opportunities for re-reading.
  o For guided reading, use books on each group's instructional reading level.
  o During independent reading, students should be reading texts at their independent level, but challenge them to sometimes choose a high-interest book that is slightly above their current level.
- After a shared reading of a grade-level text, listen to students reread individually to monitor their progress on grade level text.
- Do a running record to identify the types of prompts and support that students need
- When a student is reading to you, use prompts that remind the student to apply previously learned strategies; allow think time
- Use think-alouds to model the use of effective word identification and comprehension strategies
- Every day students should read many pages of text. Ask yourself: "How many words did my students read today?"

Sample Performance-based/Standards-based Task(s):
The teacher will provide students with opportunities to read informational texts of appropriate complexity for grade 1. Progress monitor frequently to determine students' reading level and move students up the ladder of text complexity.

Suggested Key Terms:

Background Knowledge   Informational Text   Nonfiction

	First Grade GSE
	Reading Foundational (RF)
	ELAGSE1RF1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Skills/Concepts for Students:
- Identify the first word in a sentence
- Identify the last word in a sentence with a return sweep
- 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:
- During a shared book experience point out the distinguishing features of a sentence to the students
- During a shared book experience, explain what each ending punctuation mark means; use an exaggerated voice to help students hear how the punctuation mark changes the way you read the sentence
- 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 Performance-based/Standards-based Task(s):
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. The teacher will provide opportunities for students to touch the feature of a sentence named by the teacher. Students will take turns reading the sentences aloud with the proper expressions depending on the ending punctuation.

After reading a story together, ask students to tell about the story. Choose one sentence to record on a sentence strip as students watch your write. Cut up the sentence into individual words, and cut off the end punctuation mark. Mix up the words. Have students reassemble the cut-up sentence, placing words in order left-to-right, checking to see that there is a capital letter as the beginning of the sentence, leaving space between each word and putting the punctuation mark at the end.

Suggested Key Terms:

Sentence	First (As In First Word)	Punctuation	Capital Letter/ Uppercase Letter
Exclamation Mark	Period	Question Mark	

	First Grade GSE
	Reading Foundational (RF)
	ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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 (hat, game)
- Demonstrate the ability to identify and orally manipulate words and individual sounds within those spoken words (oral example: can and cane)
- Identify vowels

Instructional Strategies for Teachers:

- Guide students in distinguishing between the long and short vowel sounds; introduce the long/short vowels as the initial sound of words and progress to the medial sound
- Sort picture cards by short and long vowels
- Determine if a spoken word has a long or short vowel (e.g., say long or short after the word is spoken)

Sample Performance-based/Standards-based Task(s):

Provide students with picture cards of one syllable words (e.g., feet, jet , nut, cube, night, six, goat, hot). The students will sort the cards into groups of pictures that have long vowel sounds and pictures that have short vowel sounds. Students will take turns naming the pictures with short vowel sounds and long vowel sounds. The students will then identify the sorted groups as either long or short vowels. As a challenge, include a third category: picture cards of one-syllable words that contain a vowel, which is neither short nor long (e.g., cow, moon, book, car).

Suggested Key Terms:

     Long Vowel Sounds   Short Vowel Sounds   Single-Syllable   Words

	First Grade GSE
	Reading Foundational (RF)
	ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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
- Orally blend phonemes, including blends, to produce a word

Instructional Strategies for Teachers:
- Blend individual phonemes in single-syllable words by putting the sounds together to make the whole word – progress to words including consonant blends
- Use a puppet character that "talks" by segmenting words; as you talk for the puppet character, have the puppet say words by pronouncing the individual phonemes (/b/ /r/ /a/ /d/   /p/ /i/ /g/   /s/ /l/ /a/ /n/ /t/).

Sample Performance-based/Standards-based Task(s):
The teacher will segment words into individual phonemes. The student will orally produce the words by blending the sounds to make the word.

Suggested Key Terms:

Orally	Blending	Words	Single-Syllable	Sound (Phoneme)
Consonant	Blends			

	First Grade GSE
N	**Reading Foundational (RF)**
	ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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
- Identify/produce the sounds (phonemes) heard in a single-syllable spoken words
- Segment one-syllable words into sounds with automaticity

Instructional Strategies for Teachers:
- Use Elkonin boxes (sound boxes). Begin by having students push a counter into a box for each sound they hear as you say a word. Later they can move to saying the word themselves and touching each box with their finger as they say each sound.
- Ask questions, such as, "What is the first sound you hear in pan?" /p/ "What is the middle sound?" /a/ "What is the final sound?" /n/ Progress from CVC words to VCe, VCC, CVCC, and CCVC.
- Explain that blends are groups of two or three consonants in words but each consonant retains its individual sound
- Use Elkonin boxes to show short vowel words beginning/ending with blends
- Create an anchor chart with blends. Have students name words that begin with each blend. Have students look through decodable books to add to the chart.
- 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.

Sample Performance-based/Standards-based Task(s):
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. Teacher will pronounce a word containing a blend. The student will segment each word and identify the blend.

Suggested Key Terms:

Initial Phonemes	Medial Vowel	Final Phonemes	Isolate	Pronounce	Phonemes
Segment	Consonant Blends				
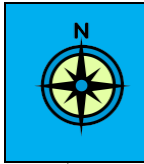
	First Grade GSE
	Reading Foundational (RF)
	ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.

Skills/Concepts for Students:
- Name letters and sounds for common consonant digraphs (For example: - /sh/ /ch/ /th/ /wh/ /tch/)
- Read words containing consonant blends and digraphs

Instructional Strategies for Teachers:
- Review the definition of a blend. Compare that to the definition of a digraph. A digraph is two letters that go together to make one new sound.
- Demonstrate with Elkonin boxes that some letter combinations result in only one sound. Begin with /sh/, /ch/, /th/, and /wh/. Introduce /kn/, /wr/ and /ph/ as needed.
- Identify the sound-spelling correspondence for digraphs (e.g., /sh/, /th/, /wh/, /ch/, /kn/, /wr/, /ph/).
- Show picture cards containing blends and digraphs. Have students sort the words into the two categories of blends and digraphs.
- Provide students with opportunities to read words in text that contain consonant digraphs and add those words to a chart for further practice.

Sample Performance-based/Standards-based Task(s):
The teacher will say a word containing an initial digraph. The student will respond by segmenting the word, counting the number of sounds he or she hears, and spelling the digraph.
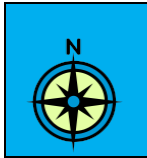
Suggested Key Terms:
Consonant Digraphs   Spelling-Sound Correspondences   Phonics   Decoding

	First Grade GSE		
	Reading Foundational (RF)		
	ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words.		

Skills/Concepts for Students:
- Blend and segment all one syllable short vowel words (VC, CVC, VCC, CVCC, CCVC, CVCC)
- Decode short vowel one-syllable words
- Apply knowledge of letter-sound correspondence to decode new words
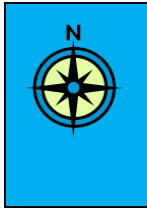
Instructional Strategies for Teachers:
- Explain to students what a one-syllable (CVC) word is and provide them with several examples; the teacher will model a left to right sweeping motion under the word while reading the word to emphasize left-to-right progression
- Explain to students that a CVC word usually has a short vowel
- Provide students with several opportunities to make and read one-syllable decodable words using letter tiles, letter cards or magnetic letters
- Provide opportunities for students to read decodable text (books that have a high number of words that sound like they are spelled)
- As soon as students begin to decode words, teach this standard in conjunction with the following standard:

Sample Performance-based/Standards-based Task(s):
Using word cards, the 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.

Suggested Key Terms:
Decode   Syllable   Consonant   Vowel   C-V-C   Words   (One-Syllable)

![compass]	**First Grade GSE**
	Reading Foundational (RF)
	ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final –e and common vowel team conventions for representing long vowel sounds.

Skills/Concepts for Students:
- Orally blend and segment long vowel words
- Generate the sounds for all letters and letter patterns, including long and short vowels
- Apply the rule and read one syllable words with final –e
- Recognize that long vowel sounds can be represented by two letters
- Identify common vowel teams
- Read one syllable words applying the knowledge of vowel team conventions

Instructional Strategies for Teachers:
- Demonstrate using the Elkonin boxes for the final –e pattern
  - How many sounds do you hear in cake? (3)
  - Draw three boxes
  - Place the final –e outside the last box because it does not make a sound
- Explain that long vowels have patterns just like short vowels
- Review the sounds that long vowels make
- Provide instruction in decoding and reading CVCe words; in CVCe words, the initial vowel is usually long and the -e is silent
- Demonstrate how one word can become another word by adding final -e
- Explain that a vowel team is a combination of two vowels
- Demonstrate vowel teams using Elkonin boxes
- Introduce each long vowel and the teams of letters that produce the sound (e.g., The long a sound can be spelled with the vowel teams ai, ay, and ei)
- Write the spelling conventions for common vowel teams

Sample Performance-based/Standards-based Task(s):
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 read the new words. The teacher will use letter tiles to spell a long vowel word containing a vowel team. The student will identify the vowel team and then read the word correctly.

Suggested Key Terms:

Vowel Teams	Long Vowel Sounds	Final –E	Decode	Short	Vowel	Sounds

	First Grade GSE
	Reading Foundational (RF)
	ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 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
- Recognize that every syllable must have a vowel sound

Instructional Strategies for Teachers:
- Teach students the clapping method to determine the number of syllables
  - Say the word. Clap each time you hear a vowel sound to show a syllable. The number of claps is the number of syllables.
- Teach students that every syllable must have a vowel sound
- Instruct students in recognizing the number of syllables in printed words by having them count the vowel sounds they hear
  - Remind students that the silent e makes no sound and that the two vowels in a vowel team only make one sound
- Provide students with several opportunities to read new words and identify the number of syllables in the words

Sample Performance-based/Standards-based Task(s):
Provide students with picture cards. Students will identify the picture 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 picture 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 cards, they may share them with the class and explain how they determined the number of syllables in the words.

Suggested Key Terms:
Syllable (S)   Segment   Vowel   Decode   Multisyllabic   Words   Letter-Sound Correspondence
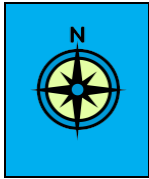
	First Grade GSE
	Reading Foundational (RF)
	ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. e. Decode two-syllable words following basic patterns by breaking the words into syllables.

Skills/Concepts for Students:
- Apply knowledge of letter-sound correspondence to decode new words
- Decode two-syllable words

Instructional Strategies for Teachers:
- Review with students that you can determine the number of syllables in words by counting the vowel sounds you hear in a spoken or written word
- Use the prompt, "Break the word," or "Break the word into parts/syllables" when students are decoding a multisyllabic word
- Demonstrate breaking words apart using simple words, such as compound words (hotdog) or prefixes (untie)
- Provide students with opportunities to find one or two syllable words in their shared reading and make a chart of those words. Practice breaking the words into syllables.
- (This strategy is offered because it is an exception to the rule.) Note to the teacher: There are six syllable patterns. The patterns will help YOU when prompting a student to decode a two-syllable word. See examples below:
  - Demonstrate that words such as nap/kin, cac/tus and pic/nic are made of closed syllables. A closed syllable has a single vowel followed by one or more consonants and is pronounced with a short vowel. (CVC syllable pattern)
  - Demonstrate that vowel teams cannot be broken within a syllable (e.g., in the word mail/box, mail is a vowel team syllable pattern and box is a CVC syllable pattern).
  - Demonstrate that VC-e words are a syllable pattern (e.g., in the word mis/take, mis is a CVC and take is a VCe syllable pattern).

Sample Performance-based/Standards-based Task(s):
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

Suggested Key Terms:

Decode   Two-Syllable Words   Open Syllables   Closed Syllables   Breaking   Words   Apart

	First Grade GSE
	Reading Foundational (RF)
	ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. f. Read words with inflectional endings.

Skills/Concepts for Students:
- Decode letter-sound correspondences for common inflectional endings
- Recognize and read words containing inflectional endings (e.g., -s,-es, -ing, -ed)
- Recognize base words
- Describe how inflectional endings affect the meaning of words

Instructional Strategies for Teachers:
- Teach students grade appropriate inflectional endings that can be added to familiar words
- Read base word and inflectional ending together
- 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 find words in their shared reading book that contain inflectional endings; chart these words for future reference and review

Sample Performance-based/Standards-based Task(s):
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**, play**s**, play**ed**, play**ing**).

Suggested Key Terms:

Inflectional Endings	Base Words	Read	Words	Meaning

	First Grade GSE
	Reading Foundational (RF)
	ELAGSE1RF4: Read emergent-reader texts with purpose and understanding. 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 opportunities for students to hear a variety of texts read fluently and with expression (e.g., books on tapes, daily teacher read aloud)
- Model fluent reading, and then have students reread the text on their own or through partner reading
- Model using decoding skills to read on-level text
- Model using context clues and text features to determine and clarify the meanings of an unknown word
- Model setting a purpose for reading during read alouds and shared reading
- Model setting another purpose for reading during a second read of a text
- Increase the level of Depth of Knowledge questions to determine the depth of understanding

Sample Performance-based/Standards-based Task(s):
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. Ask increasingly more complex comprehension questions.

Suggested Key Terms:
Automaticity   Word Recognition   Expression   Purpose   Understanding

	First Grade GSE
	Reading Foundational (RF)
	ELAGSE1RF4: Read emergent-reader texts with purpose and understanding. 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:
- Model fluent reading by reading aloud, using books on tape, and buddy reading
- Read on level text daily with all students
- Have repeated readings of on level text (choral/echo; partner reading; independent reading)
- Model the difference between fluent and disfluent reading (reading that is too slow, too fast, choppy, monotone, full of errors, etc.); help students come up with a list of what fluent reading sounds like
- Provide opportunities for students to practice and perform by engaging them in 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
- Record reading and allow students to listen

Sample Performance-based/Standards-based Task(s):
Allow students to choose a text at their instructional or independent reading level (Lexile) or use 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.

Suggested Key Terms:

orally	expression	accuracy	repeated reading	Reader's Theater	echo reading
choral reading	partner reading	rate			

	First Grade GSE
	Reading Foundational (RF)
	ELAGSE1RF4: Read emergent-reader texts with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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:
- During a read-aloud:
  - model the use of context (information from pictures or from sentences surrounding an unknown word)
  - model self-correcting and rereading as necessary to understand a text
- Provide opportunities for students to read emergent-reader texts, practicing the use of context to confirm or self-correct word recognition
- When a student reads aloud, allow wait time to provide the opportunity for the student to self-correct; do not allow other students to call out words while another is reading

Sample Performance-based/Standards-based Task(s):
Choose a text on the student's instructional level. Have the student read the passage and make anecdotal records as to the use of context, rereading, or self- correction. Following the reading, have student describe what he did when he did not understand the text.

Suggested Key Terms:
context   self-correct   confirm   rereading   understanding

	First Grade GSE
	Reading Foundational (RF)
	ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. d. 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 and word analysis skills to recognize and read irregularly spelled words

Instructional Strategies for Teachers:
- Explain to students that the letters in some words do not make their usual sound, and that those words are called irregularly spelled words
- Use Elkonin boxes to show that, even in irregularly spelled words, some letters can be decoded (e.g., in the word "come," the "c," "m," and "e" make their usual sounds and the "o" is the only irregular part of the word)
- Explain to students that most of their sight words are irregularly spelled (e.g., said, they, what)
- Remind students that they always have to check and be sure that the word they say makes sense; teach them to be flexible and "flip the sound" as needed (try another sound for a letter or chunk)
- Provide students with several opportunities to find, identify, and read irregularly spelled words in stories

Sample Performance-based/Standards-based Task(s):
Teach students to recognize irregularly spelled words by showing them how to memorize how the words are spelled and read. This can be done using irregularly spelled words written on flash cards.

Suggested Key Terms:
irregularly spelled words   phonics   read   recognize   high-frequency words   sight words

	First Grade GSE
	Writing (W)
	ELAGSE1W1: 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.

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
- Use organizational structures (beginning, middle, and end with details from the text)

Instructional Strategies for Teachers:
- Use mentor text to provide examples of opinion writing
- 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
- Model using transition words to improve sentence fluency
- Have students write a persuasive piece for a real audience (persuade the principal that they deserve 5 minutes of extra recess) and deliver their writing to the intended audience to see if they will get the desired result

Sample Performance-based/Standards-based Task(s):
Read aloud a text that supports persuasive writing. Have students write an opinion piece. Students will state their opinion, supply a reason for their opinion, and provide a sense of closure to their writing. Students may write opinion pieces about something they would like to change.

Suggested Key Terms:
opinion   topic   reasons   persuade   support   details   closure
conclusion   concluding   sentence

	First Grade GSE
N (compass image)	**Writing (W)**
	ELAGSE1W2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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 text features (ex: charts, pictures, headings, etc.)
- Provide some sense of closure

Instructional Strategies for Teachers:
- Read aloud informational texts that lend themselves to informative/explanatory writing
- Guide students in using graphic organizers to help them organize information
  - Read a text with chronological order and model for students how to place the information on a sequence graphic organizer
  - Read a text with cause/effect and model that type of graphic organizer
  - Read a text which uses compare/contrast and model the use of that type of graphic organizer
- Model taking the information from the graphic organizer and transitioning to the writing piece
- Lead the class in interactive writing to compose informational pieces
- Review graphic features that may be added to informational writing and add the appropriate ones to your interactive writing piece
- Read the beginning of several informational books to see different strategies that published authors use to capture the reader's interest
- Read the ending of several informational books to see the different strategies that published authors us to provide a sense of closure

Sample Performance-based/Standards-based Task(s):
Read aloud a text that supports an informative/explanatory piece. Students will name a topic, supply some facts about the topic, and provide a sense of closure to their writing. Students will be encouraged to add graphic features to improve their writing.

Suggested Key Terms:

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

	First Grade GSE
	Writing (W)
	ELAGSE1W3: 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.

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 (temporal/transition/time cue words)
- Develop characters and setting descriptive adjectives/sensory details
- Provide some sense of closure

Instructional Strategies for Teachers:
- Read various books aloud that have a clear sequence 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
- Complete a graphic organizer to reflect the beginning, middle, and ending of a story
- Model taking elements from the graphic organizer and transition it to a writing in a story form
- Model writing using time cue words (temporal words) to signal event order and to provide closure
- Give students opportunities to write stories about personal experiences

Sample Performance-based/Standards-based Task(s):
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 that information to independently write a narrative. Students will share their narratives with the class.

Suggested Key Terms:

event	details	sequence	order	temporal words	narratives	closure	recount

	First Grade GSE
	Writing (W)
	ELAGSE1W4: *(Begins in grade 3)* **ELAGSE1W5: With guidance and support from adults, focus on topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.** a. May include oral or written prewriting (graphic organizers)

Skills/Concepts for Students:
Writing can be improved by:
- Telling the story to a peer before writing
- Using a graphic organizer for prewriting

**Instructional Strategies for Teachers:**
- Review the use of a graphic organizer as a tool for prewriting
- Guide students to an understanding that the first piece of writing created can be made better by organizing your thinking with a graphic organizer
- Begin showing students that they can make their writing better (revision can be introduced but will be explicitly addressed in 2nd grade)

Sample Performance-based/Standards-based Task(s):
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 to strengthen the writing as needed. This task could be done over a period of a week during writing instruction.

Suggested Key Terms:

draft   edit   revise   revisions   suggestions   peers
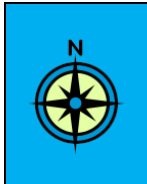
	First Grade GSE
	Writing (W)
	ELAGSE1W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

Skills/Concepts for Students:
With guidance and support:
- Work with peers to produce and publish writing using digital tools

Instructional Strategies for Teachers:
- Provide guidance for basic computer usage
- Model exploring all digital tools that are age-appropriate and available to use for publishing and distribution
- Model using digital tools for collecting information
- Have a book-making center. Show an example of a student-made book. Have blank books ready for students to write in. When the student completes the book, allow him to choose and print out a Google image to illustrate the cover.
- Have a publishing party to celebrate student writing; invite parents and/or other school personnel to the celebration

Sample Performance-based/Standards-based Task(s):
Following the writing process, the teacher will allow opportunities for students to publish their writing with or without using digital tools.

Suggested Key Terms:
collaboration   digital tools   gather information (research)   produce/producing   publish/publishing

	First Grade GSE
	Writing (W)
	ELAGSE1W7: 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).

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 to support writing
- Work collaboratively with peers in research and writing projects

Instructional Strategies for Teachers:
- Engage students in a class research and writing project
- 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 project
- Provide students opportunities during mini explorations in small groups to write about their discoveries
- After writing how-to instructions, give another student the opportunity to follow the instructions

Sample Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:

research   shared research   projects   resources   internet   writing   technology
collaborative

	First Grade GSE
	Writing (W)
	ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **ELAGSE1W9:** Begins in grade 4 **ELAGSE1W10:** Begins in grade 3

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:

- 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
- Guide students in writing information by using sentence frames

Sample Performance-based/Standards-based Task(s):

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

Suggested Key Terms:

recall   question   facts   experiences   research   sources

	First Grade GSE
	Speaking and Listening (SL)
	ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers; adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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:
- 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, speaking with a 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 Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:

Listen	Speak	Agree	Rule	Conversation	Multiple Exchanges	Taking Turns
Topic	Agreement	Text	Peer	Diverse	Participate	Discussions

	First Grade GSE
	Speaking and Listening (SL)
	ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 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 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 Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:
Topic   Texts   Discussion   Confusion   Questions   Speaking   Listening
Conversation

	First Grade GSE
	Speaking and Listening (SL)
	ELAGSE1SL2: Ask and answer questions about key details in a text read aloud, in information presented orally, or through other media. **ELAGSE1SL3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Skills/Concepts for Students:
- 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:
- 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 Performance-based/Standards-based Task(s):
Following the reading of various texts on a specific topic, invite a speaker to come and talk to the students about the topic. 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 or project (poster, tri-fold, brochure, etc.).

Suggested Key Terms:
Unknown   Listening   Information   Clarification/Clarify   Speaker   Text   Orally   Media
Speaking

	First Grade GSE
	Speaking and Listening (SL)
	ELAGSE1SL4: Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings.

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:
- 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.
- Play a guessing game. Hide an object in a paper bag. Describe the object without naming it and see if students can guess. Have them do the same activity with a partner using a different object.

Sample Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:

Familiar	Details	Additional	Event	Describe	Relevant	Ideas	Feelings
Speaking	Listening						

	First Grade GSE
	Speaking and Listening (SL)
	ELAGSE1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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 small group verbal interactions

Instructional Strategies for Teachers:
- 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 Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:

visual   display   detail   description   clarify/explain   thoughts   feelings
speaking   listening

	First Grade GSE
	Speaking and Listening (SL)
	ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

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:
- Model the use of complete sentences.
- Engage students to distinguish between complete and incomplete sentences by providing them with examples of each and having them identify the complete sentence.
- Help students to correct incomplete sentences when speaking.
- Designate a Complete Sentence Day. All questions asked that day must be answered with complete sentences.
- Provide opportunities for students to communicate effectively in a variety of situations.

Sample Performance-based/Standards-based Task(s):
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 it the sentences are complete or incomplete.

Suggested Key Terms:

Speaking   Listening   Produce   Coherent Sentences   Complete   Sentence

	First Grade GSE
	Language (L)
	ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters.

Skills/Concepts for Students:
- Accurately and fluently print all uppercase and lowercase letters of the alphabet

Instructional Strategies for Teachers:
- Provide students with several opportunities to write upper- and lowercase letters (e.g., their names, names of students in the class, stories, etc.).
- Review correct formation of letters by grouping together those letters that use similar handwriting strokes.
- Guide students to form letters correctly by having them "air write," using large movements as they follow your lead.
- Monitor students closely as they write to be sure they do not practice writing letters backwards. Provide reminders and post correct models nearby to avoid having reversals become a habit.
- Provide students with alphabet strips to keep at their desk/table to be used to check their writing for accuracy.
- Play games with student names. Match names that begin with the same capital letter, chant and clap the letters in names, cut apart name cards and rearrange them in sequence, etc.

Sample Performance-based/Standards-based Task(s):
Teacher will read a book aloud to the class. After reading, the teacher will dictate a word from the story, spelling it letter by letter, for students to print. The teacher will dictate by using phrases such as, "capital K, lowercase a, lowercase t, lowercase e." Student will be expected to print the work "Kate." Repeat with other words from the book. The sentence, "The quick brown fox jumps over the lazy dog," incorporates most of the lowercase letters.

Suggested Key Terms:

Uppercase   Lowercase   Print   Letters   Words   Strokes

	First Grade GSE
	Language (L)
	ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns.

Skills/Concepts for Students:
- Distinguish between common, proper and possessive nouns
- Use nouns (common, proper, possessive) correctly when writing or speaking
- Use correct capitalization of common proper nouns (e.g., personal names, months)

Instructional Strategies for Teachers:
- 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.
- Explicitly teach how to use an apostrophe in order to make a noun show possession. Make a list of student names and something that belongs to each one (Tom's toy, Nakia's sweater, etc.).
- Generate a class chart of common, proper, and possessive nous and display in the classroom.

Sample Performance-based/Standards-based Task(s):
Supply the students with two different colored squares. Explain that the red represents a common noun and blue a proper noun. While reading a preselected big book aloud to the class, students will hold up the different squares when they hear/see a common or proper noun. This can be extended by using a big book again and using color-highlighting tape for possessive nouns. The students would raise their hand and the teacher would highlight in the possessive noun in the big book.

Suggested Key Terms:

Nouns   Common Nouns   Proper Nouns   Possessive Nouns   Apostrophe   Ownership

	First Grade GSE
	Language (L)
	ELAGSE1L1: **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** 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 when writing or speaking
- Communicate effectively using correct nouns and verbs when relating experiences and retelling stories read, heard, or viewed

Instructional Strategies for Teachers:
- Demonstrate how a singular noun is made plural.
  - o Add –s (boat to boats)
  - o Add –es (wish to wishes)
  - o Change the -y to I and add –es (baby to babies)
  - o Share irregular plural nouns (man to men, foot to feet)
- Have students locate plural nouns in shared reading books and tell how the word changed.
- Model the correct use of singular and plural nouns when speaking (e.g., I have one cent; dime is worth 10 cents).
- Provide opportunities for students to identify the plural form of given nouns with matching verbs in sentences. Record these sentences on chart paper for examples to reference (e.g., the girl walks; the girls walk).
- Guide students in how to identify verbs presented in a variety of texts.
- Teach students to listen for "What sound right" as they decide which form of the verb will agree with the noun. Ask, "Is this how they say it in books?"
- Engage in opportunities for students to match singular and plural nouns with correct verbs in oral and written language.

Sample Performance-based/Standards-based Task(s):
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 and then changing the verb to agree with the new plural noun. The students will write the sentences on sentence strips and place under the sentences created by the teacher. Then the task could be reversed and the teacher's sentences contain a plural noun that has to be changed to a singular noun and the verb has to be changed to agree with the new singular noun. Conclude the task with all students participating in partner reading of the sentences.

Suggested Key Terms:

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

	First Grade GSE
	Language (L)
	ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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 possessive pronouns (e.g., my, our, his, her, their, your)
- Use indefinite pronouns (e.g., someone, everybody)

Instructional Strategies for Teachers:
- Tell about an event using a name over and over and not using pronouns. Ask students what they notice. Help them understand that our speaking and writing would sound funny/redundant if we did not use pronouns to replace some nouns.
- Display sentences containing a variety of nouns. Have students write on a sticky note the pronoun that could take the noun's place and place it over the noun in the sentence.
- Engage students in opportunities to identify pronouns presented in texts. The teacher will create a chart of those pronouns under the categories of personal, possessive, and indefinite. Read another text, and add additional pronouns to the chart.
- Demonstrate for the students how to use personal, possessive, and indefinite pronouns in oral and written language.

Sample Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:
    pronouns   personal pronouns   possessive pronouns   indefinite pronouns

First Grade GSE
Language (L)
ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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 verb phrases and verb tenses to convey the past, present, and future

Instructional Strategies for Teachers:
- Model for students how verbs can tell if something happened in the past, present, and future .
- Ask numerous questions which the students must answer by changing the tense of the verb.
- Guide students in identifying verbs presented in a variety of tenses and have them tell if it is telling what is happening today, yesterday, or tomorrow.
- Provide opportunities for students to engage in activities to form verbs in past, present, and future tenses.

Sample Performance-based/Standards-based Task(s):
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, they will place the card on the chart using sticky tape. Encourage students to tell if the event happened today/present, yesterday/past, or tomorrow/future. Students will then re-read the sentences together.

Suggested Key Terms:
verbs   past tense   present tense   future   express   verb   tense

	First Grade GSE
	Language (L)
	ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Use frequently occurring adjectives.

Skills/Concepts for Students:
- Begin to develop characters and setting through the use of descriptive adjectives
- Use and identify frequently occurring adjectives when writing or speaking

Instructional Strategies for Teachers:
- Show the difference between a sentence with no adjectives and the same sentence with adjectives. Challenge students to write use more descriptive vocabulary in their sentences.
- 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.
- Begin a list of synonyms for commonly used adjectives such as good, pretty, mad. Encourage students to add to the list as they hear or read more descriptive adjectives.

Sample Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:
Adjectives   Descriptive Adjectives

	First Grade GSE
	Language (L)
	ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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
- Use articles when writing or speaking (a, an, the)
- Use demonstratives when writing or speaking (this, that, these)

Instructional Strategies for Teachers:
- 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.*
- Model and teach the articles *a, an,* and *the.* Students should learn that "an" is used before a word that begins with a vowel sound. (an apple, an hour)
- 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 Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:

Conjunctions	Writing	Speaking	Articles	Demonstratives	Determiners

	First Grade GSE
	Language (L)
	ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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:
- Introduce prepositions by playing "Simon Says" (e.g., Sit in your desk. Sit under your desk. Sit beside your desk. Sit on your desk.)
- 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.
- Have students write directions to find something (the cafeteria, their house, a pirate's treasure). Have students use a highlighter to show the prepositions they used.
- Create a chart of the most commonly used prepositions and add to it as they find new ones.

Sample Performance-based/Standards-based Task(s):
Have the student choose a preposition from the teacher created chart. Have a student make a meaningful sentence using the chosen word.

Suggested Key Terms:
    Preposition   Uses   Speaking   Writing

	First Grade GSE
	Language (L)
	ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).

Skills/Concepts for Students:
- Understand that a sentence has a complete thought
- Explain the difference between a simple sentence and a compound sentence
- 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:
- Lead the students in understanding the components of a sentence.
- Teach the types of sentences and their ending punctuation marks.
- Explain and model the differences between the different types of sentences.
- Write on chart paper or sentence strip 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).
- Show students a simple sentence with one subject and one verb (e.g., The boy plays). Ask question and have students to expand the sentence by adding information (e.g., Where does he play? When does he play? Why is he playing? How does he play?). Record the expanded sentences that the students create. Challenge students to work with a partner and do the same.
- Explain that the purpose of expanding sentences is to make them more appealing to the reader/audience.
- 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 and how it should be read.

Sample Performance-based/Standards-based Task(s):
Give the students a very simple sentence. Have them expand the sentence orally or in writing. Give the students two simple sentences, and have them combine them into a compound sentence. Students will share the newly created sentences.

Suggested Key Terms:
Declarative   Interrogative   Imperative   Exclamatory   Complete   Simple Compound

	First Grade GSE
	Language (L)
	ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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:
- Model using your finger to practice spacing or using a popsicle stick.
- Have students self-evaluate (for example: Did you leave a finger-space between words? Are the words easy to read? Is there too much space between words?).
- Engage students in activities to practice writing sentences with appropriate spacing.
- Encourage students to use appropriate spacing between sentences when writing.

Sample Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:
Spacing   Words   Sentences   Print

	First Grade GSE
	Language (L)
	ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a. Capitalize the dates and names of people.** **b. Use end punctuation for sentences**

Skills/Concepts for Students:
- Use appropriate end punctuation (period, question mark, exclamation point)
- Capitalize first word in a sentence and common proper nouns (e.g., personal names, months)

Instructional Strategies for Teachers:
- Model capitalizing names of people and dates when writing.
- Display the date each day in the classroom using appropriate capitalization. Begin the name of the month with a lowercase letter one day and see if students notice. If not, give hints.
- Lead the class to understand how to distinguish between names of people and other nouns.
- Model using different types of sentences and their end punctuation and examine writing models for correct capitalization.
- Teach students hand motions/sounds for each punctuation mark. Display a sentence without ending punctuation, and have all students provide the correct end punctuation mark by using the hand motion/sound for the punctuation they use.
- Model for students how our voices go up at the end of a question, show excitement/strong feeling for an exclamation, and go down at a period. Practice reading sentences with different expression depending on the end punctuation.
- When students reread their writing aloud, have them listen for the places where their voice stops. Ask them to touch the punctuation mark they read.
- Provide opportunities for students to look at the writing of others to determine correct end punctuation

Sample Performance-based/Standards-based Task(s):
Using a teacher created chart with student names and birthdates that do not include correct capitalization of dates or names of students. 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 what punctuation needs to be added to the sentence. Once the punctuation is added, the class will choral read the sentences.

Suggested Key Terms:

Capitalization	Dates	Names	Punctuation	End Punctuation	Period
Question Mark	Exclamation Point	Sentences			

	First Grade GSE
	Language (L)
	ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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 in dates

Instructional Strategies for Teachers
- Engage the students in a discussion about the purpose of commas in text that contains dates or a series.
- Have students snap as a hand signal when they come to a comma to show the pause it signals.
- Conduct a read aloud wherein the commas are ignored. Have the students explain why the commas are so necessary.
- Model writing using commas in dates and to separate words in a series.
- Have students write a sentence which tells their birthday. Students should use commas correctly.
- The teacher will find sentences containing single words in a series from a previously read book. Have students use that sentence as a sentence to imitate. Underline the items in the series and have students replace those items with ones of their own. Allow students to share their new and different sentences.

Sample Performance-based/Standards-based Task(s):
On sentence strips, write a sentence with several items listed in a series. Have students add the commas, or use macaroni for the commas.

Suggested Key Terms:

Commas	Dates	Series	Separate	Single Words	Pause

	First Grade GSE
	Language (L)
	ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Skills/Concepts for Students:
- Understand that there are common spelling patterns for words
- Use common rules of spelling
- Understand that some words do not follow the common spelling patterns

Instructional Strategies for Teachers:
- Review patterns like CVC, VCe, and vowel teams.
- Review high frequency words that do not follow a pattern.
- Have students take irregularly spelled words to fluency by writing the word on a dry erase board, erasing it, and writing it again for about one minute. Vary the way they write it by writing the words in big letters, in small letters, on the left, on the right, in the middle, etc.
- 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.
- Create an interactive word wall; don't just have a word wall. Display high frequency words as they are introduced. Do a brief daily practice activity with the words (e.g., Find the word ___. Spell a rhyming word with one word on the word wall. Write dictated sentences.)
- Hold students accountable for correctly spelling words that are displayed in the classroom.

Sample Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:

Spelling   Words   Irregular Words   Spelling Patterns

	First Grade GSE
	Language (L)
	ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Skills/Concepts for Students:
- Automatically record the sounds for all letters and letter patterns they hear long and short vowels
- Apply knowledge of letter-sound correspondence to spell new words
- Use spelling patterns to spell unfamiliar words
- Apply phonics skills when writing words, sentences, and stories

Instructional Strategies for Teachers:
- Engage students in opportunities to review consonant and vowel sounds.
- Review that all words must contain a vowel.
- Remind them to segment the word and then write the sounds in order.
- Model how to use known information to spell an unknown word (phonics sound, word families etc.).
- When students are writing, have them underline the word if they are not sure of the spelling. Get ideas on the paper first, and then go back and spend more time determining the correct spelling of the word.

Sample Performance-based/Standards-based Task(s):
The teacher will create a list unfamiliar/untaught phonetically spelled words.Have students use their knowledge of letter-sound correspondence and spelling conventions/patterns to write the dictated words. Have students explain how they used what they already knew to spell the word.

Suggested Key Terms:
Phonetically   Conventions   Spelling

	First Grade GSE
	Language (L)
	ELAGSE1L3: *(begins in grade 2)* **ELAGSE1L4: 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.** 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:
- Model using steps to help determine or clarify the meaning of a word or phrase.
  - o First, read the sentence and underline the unknown word.
  - o Think about what is happening in the sentence.
  - o 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 unknown words and word meanings as they are encountered in texts, instruction, and conversation.

Sample Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:
Context Clues   Word Meaning

	First Grade GSE
N	**Language (L)**
	ELAGSE1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *First Grade reading and content*. 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, and common suffixes
  (The decision of which prefixes and suffixes to teach at each grade may be made by your district or school.)

Instructional Strategies for Teachers:
- 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.
- Use magnetic letters to add or move the affix from the root/base word.

Sample Performance-based/Standards-based Task(s):
Provide word cards for students to work in groups to determine the meaning of the word with a prefix or suffix. Students locate the prefix or suffix and use them to determine the meaning of the word. The students will write what they think is the meaning of the word.

Suggested Key Terms:
Affixes   Prefix   Suffixes   Word   Morphology

	First Grade GSE
	Language (L)
	ELAGSE1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *First Grade* reading and content. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Skills/Concepts for Students:
- Identify common root/base words
- Identify and read words with inflectional endings

Instructional Strategies for Teachers:
- Model how inflectional endings (e.g., s, es, ing) affect a word
- Teach the exceptions of adding –ed and –ing
  - o If a word ends with a silent –e, drop the –e and add –ed or –ing
  - o When a verb ends in CVC, double the final consonant to add –ed or –ing
- During shared reading have students identify words with inflectional endings; have them cover the inflectional ending to find the base word

Sample Performance-based/Standards-based Task(s):
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. 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.

Suggested Key Terms:
    Root Words   Inflectional Endings

	First Grade GSE
N (compass image)	**Language (L)**
	ELAGSE1L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings 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:
- Model a word sorting activity, and give a name to each category you created.
- Provide multiple opportunities for students to participate in word sorting activities and label that category.

Sample Performance-based/Standards-based Task(s):
Provide students with a variety of picture/word cards. Have students 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 and then label the categories into which they sorted.

Suggested Key Terms:

       Category   Categories   Sort   Words   Concept

	First Grade GSE
	Language (L)
	ELAGSE1L5: **With guidance and support from adults, explore word relationships and nuances in word meanings.** 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

Instructional Strategies for Teachers:
- Engage students in word sorting activities.
- Lead students in a discussion as to how they identified the category during a word sort.
- Explain that an attribute is gives more specific information about the word.
- Engage in activities to use common attributes to define the meaning of words.
- Create a graphic organizer for students to use where the word is in the center of the page. The category is written in a rectangle above the word. Draw lines from the word on which to list the key attributes. Then have students combine this information to write the meaning of the word in a sentence.

Sample Performance-based/Standards-based Task(s):
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 into certain categories and what attributes were used.

Suggested Key Terms:
Category   Attribute   Word Meanings   Word Relationships   Nuance

	First Grade GSE
	Language (L)
	ELAGSE1L5: With guidance and support from adults, explore word relationships and nuances in word meanings 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:
- Prompt students to use their prior knowledge and experiences to make real-life connections to word meaning.
- Provide students with multiple opportunities daily to explore word relationships in their reading, read-alouds, and conversations.

Sample Performance-based/Standards-based Task(s):
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.

Suggested Key Terms:
       Real-Life Connections   Word Relationships

	First Grade GSE
	Language (L)
	ELAGSE1L5: With guidance and support from adults, explore word relationships and nuances in word meanings. 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:
- Model acting out verbs to show shades of meanings (e.g., tiptoe, walk, stagger, stomp, shuffle).
- Make a word ladder sequencing word card with similar meanings in the order of their intensity (e.g., warm, hot, blazing, fiery).

Sample Performance-based/Standards-based Task(s):
Give students a sentence with an overused verb or adjective. Ask students to substitute a more interesting or more specific word. Share sentences with the class (e.g., "The child is mad" could be rewritten as "The child is furious"). Have the student explain the difference in the meaning of the overused word and the new word.

Suggested Key Terms:
Verbs   Adjectives   Synonyms   Shades Of Meaning   Intensity

	First Grade GSE
	Language (L)
	ELAGSE1L6: 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).

Skills/Concepts for Students:
- Read and listen to a variety of texts and use new words in oral and written language

Instructional Strategies for Teachers:
- Explain how a conjunction affects the relationship between words.
- Show how the use of "and" or "or" can change the meaning of a sentence (e.g., You may have a cookie and a glass of milk. You may have a cookie or glass of milk. In which sentence do I get two things? In which sentence do I get only one thing?).
- Find sentences containing conjunctions in shared reading or read aloud texts. Create a class list of these sentences and highlight the frequently occurring conjunctions.
- In your own conversation with the class, make a point of using interesting words.
- Establish a place in your room where you collect interesting words the students encounter together in books or media, or words that you introduce to the class in your conversation. Make a point of using these words frequently and praise students when they use the word in conversation or writing. Add to your collection. You might have a "Word Illustrator" who illustrates the new word to provide a visual cue to the word meaning.

Sample Performance-based/Standards-based Task(s):
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 word choice. Students will also demonstrate their understanding of conjunctions by including them in their conversations and writing.

Suggested Key Terms:

Conjunctions	Words	Phrases	Relationships	Conversations

Revisions for GSE:

A comparison of previous standards and revised GSE

Overview

The following pages contain a comparison of items from the previous standards and the revised Georgia Standards of Excellence (GSE). This section is not meant to serve as the definitive guide to each of the GSE 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 altered.

Summary of Changes for English Language Arts (ELA) Standards
Grade One

CCGPS for English Language Arts were revised. The revised standards were adopted on
January 15, 2015. This document identifies **grade level changes for the 2015-2016 school year and beyond**.

Previous Standard 2010 - 2015	Revised Standard for 2015 – 2016 and beyond

Reading Literary (RL)

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.~~	**ELAGSE1RL5:** Explain major difference between texts that tell stories and texts that give information.

Reading Foundation (RF)

ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. ~~Recognize and read grade-appropriate irregularly spelled words.~~	**ELAGSE1RF3:** Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings.

Previous Standard 2010 - 2015	Revised Standard for 2015 – 2016 and beyond

Reading Foundation (RF)

ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**ELAGS1RF4:** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled word.

Writing (W)

ELACC1W6: With guidance and support from adults, use a variety of ~~digital~~ tools to produce and publish writing, including ~~in~~ collaboration with peers.	**ELAGSE1W6:** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

Language (L)

ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*). 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*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts. k. Print with appropriate spacing between words and sentences.	**ELAGSE1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*). 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*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory). k. Print with appropriate spacing between words and sentences.

AT-A-GLANCE GUIDE FOR REVISED STANDARDS FOR FIRST GRADE

These standards are revised for 1ˢᵀ grade. Several of them are aligned to GSE standards in other grades and are representative of the increased rigor of the GSE. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in 1ˢᵀ grade.

Grade Level	Strand	Standard
Grade 1	Reading Literary Text	GSE1RL5
	Reading Foundation	GSE1RF3
		GSE1RF4
	Writing	GSE1W6
	Language	GSE1L1.j

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELAGSEKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	▓	▓	▓	▓	▓	Subsumed by ELAGSE5L5c					
ELAGSE1L2c. Use commas in dates and to separate single words in a series.		▓	▓	▓	▓	Subsumed by ELAGSE5L2a					
ELAGSE1L1i. Use frequently occurring prepositions.		▓	▓	▓	Subsumed by ELAGSE4L1e						
ELAGSE1L1g. Use frequently occurring conjunctions. **ELACC3L1h**. Use coordinating and subordinating conjunctions. **ELACC5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
ELAGSE3L1a. 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.				▓	▓	▓	▓	▓	▓	▓	▓
ELAGSE3L1f. Ensure subject-verb and pronoun-antecedent agreement.				▓	▓	▓	▓	▓	▓	▓	▓
ELAGSE3L3a. Choose words and phrases for effect.				▓	▓	▓	▓	▓	▓	▓	▓
EKAGSE4L1e. Form and use prepositional phrases.					▓	▓	▓	▓	▓	▓	▓
ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					▓	▓	▓	▓	▓	▓	▓
ELAGSE4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					▓	▓	▓	▓	▓	▓	▓
ELAGSE4L3a. Choose words and phrases to convey ideas precisely.					▓	▓	▓	Subsumed by ELAGSE7L3a			
ELAGSE4L3b. Choose punctuation for effect.					▓	▓	▓	▓	▓	▓	▓
ELAGSE5L1d. Recognize and correct inappropriate shifts in verb tense.						▓	▓	▓	▓	▓	▓
ELAGSE5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						▓	▓	▓	▓	▓	▓
ELAGSE5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						▓	▓	▓	▓	▓	▓
ELAGSE6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							▓	▓	▓	▓	▓
ELAGSE6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							▓	▓	▓	▓	▓
ELAGSE6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							▓	▓	▓	▓	▓
ELAGSE6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							▓	▓	▓	▓	▓
ELAGSE6L3b. Maintain consistency in style and tone.							▓	▓	▓	▓	▓
ELAGSE7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								▓	▓	▓	▓
ELAGSE7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								▓	▓	▓	▓
ELAGSE8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									▓	▓	▓
ELAGSE9–10L1a. Use parallel structure.										▓	▓
ELAGSE11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											▓

* Darkened boxes indicate grades in which the standard should be taught.