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SUBJECT AREA CONNECTION: English Language Arts **DATE:** December 8, 2014 **AUTHOR:** Jennifer Webb **CONTRIBUTORS:**

| Domain: Social and Intellectual Habits | | 1st Grade Content Standard |
|---|---|--|
| Develop a positive self-concept | Self-Awareness | <p>Self Awareness can be supported through the following standards:</p> <ul style="list-style-type: none"> • SL.1.1a-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.1b-Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. • SL.1.4-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| | Sense of self as competent and capable | <p>Sense of self as competent and capable can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.1.1-Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • W.1.3-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. • SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • SL.1.1b-Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. • SL.1.4-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • SL.1.5-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • SL.1.6-Produce complete sentences when appropriate to task and situation. |

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| Develop a positive attitude toward learning | Sense of self as a learner | Sense of self as a learner can be supported through the following standards: |
| | | <ul style="list-style-type: none"> • RL.1.10-With prompting and support, read prose and poetry of appropriate complexity for grade 1. • RI.1.4-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • RI.1.10-With prompting and support, read informational texts appropriately complex for grade 1. • W.1.5-With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.1.7-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). • W.1.8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • SL.1.1c-Ask questions to clear up any confusion about the topics and texts under discussion. • SL.1.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| | Curiosity and initiative | Curiosity and initiative can be supported through the following standards: |
| | | <ul style="list-style-type: none"> • W.1.1-Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • W.1.3-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. • W.1.7-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). • W.1.8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |

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| | Cooperation during learning experiences | <p>Cooperation during learning experiences can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.1.5-With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.1.7-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). • SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • SL.1.1a-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.1b-Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. • SL.1.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| Identify and understand emotions of self and others | Identifying and Understanding Emotions | <p>Identifying and understanding emotions can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.1.3-Describe characters, settings, and major events in a story, using key details. • RL.1.4-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL.1.7-Use illustrations and details in a story to describe its characters, setting, or events. • W.1.3-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. • SL.1.4-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • SL.1.5-With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • SL.1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • L.1.5-With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. • L.1.6-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., because). |

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| | Empathy | Empathy can be supported through the following standards: |
| | | <ul style="list-style-type: none"> • RL.1.4-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL.1.7-Use illustrations and details in a story to describe its characters, setting, or events. • W.1.3-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. • SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • SL.1.1a-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.4-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • SL.1.5-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| Develop positive interpersonal relationships | Social Awareness and Interpersonal Skills | Social Awareness and Interpersonal Skills can be supported through the following standards: |
| | | <ul style="list-style-type: none"> • RI.1.4-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • W.1.5-With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.1.7-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). • SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • SL.1.1a-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.1b-Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. • SL.1.1c-Ask questions to clear up any confusion about the topics and texts under discussion. |
| | Responsible decision making and social problem solving | Responsible decision making and social problem solving can be supported through the following standards: |
| | | <ul style="list-style-type: none"> • SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • SL.1.1a-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |

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| | Conflict Resolution | Conflict Resolution can be supported through the following standards: |
| | | <ul style="list-style-type: none"> • SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • SL.1.1a-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.1b-Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. • SL.1.1c-Ask questions to clear up any confusion about the topics and texts under discussion. |
| Executive Function | Working Memory and Meta-cognition | Conflict Resolution can be supported through the following standards: |
| | | <ul style="list-style-type: none"> • RL.1.1-Ask and answer questions about key details in a text. • RL.1.2-Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.3-Describe characters, settings, and major events in a story, using key details. • RI.1.1-Ask and answer questions about key details in a text. • RI.1.2-Identify the main topic and retell key details of a text. • RF.1.3-Know and apply grade-level phonics and word analysis skills in decoding words. • RF.1.4-Read with sufficient accuracy and fluency to support comprehension. • RF.1.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • RF.1.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • W.1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • SL.1.1a-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| | Cognitive Flexibility | Cognitive Flexibility can be supported through the following standards: |
| | | <ul style="list-style-type: none"> • W.1.5-With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.K1.7-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). |

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| | Self-regulation of impulses and emotional reaction | <p>Self-regulation of impulses and emotional reaction can be supported through the following standards:</p> <ul style="list-style-type: none"> • SL.1.1a-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.1b-Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. |
| | Managing attention and behavior | <p>Managing attention and behavior can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.1.5-With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Logic and Reasoning | Critical and analytical thinking | <p>Critical and analytical thinking can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.1.7-Use illustrations and details in a story to describe its characters, setting, or events. • RL.1.9-Compare and contrast the adventures and experiences of characters in stories. • RI.1.3-Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.9-Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • W.1.1-Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • W.1.5-With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • SL.1.1-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • SL.1.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • SL.1.4-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • SL.1.5-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |

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| | Applying known information to new experiences | <p>Applying known information to new experiences can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.1.8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • SL.1.4-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| | Reasoning and problem solving | <p>Reasoning and problem solving can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.1.5-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • RL.1.7-Use illustrations and details in a story to describe its characters, setting, or events. • RL.1.9-Compare and contrast the adventures and experiences of characters in stories. • RI.1.3-Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.1.6-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RI.1.9-Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • L.1.5a-Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
| Symbolic Representation | Symbolic representation | <p>Symbolic representation can be supported through the following standards:</p> |
| | Pretend or symbolic play | <p>Pretend or symbolic play can be supported through the following standards:</p> |
| | | N/A |