



Grade: 1st

Essential Standards:

- Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate basic knowledge of one to one by producing the primary sound of many of the most frequent sounds for each consonant.

Timeline: September

Student Friendly Learning Targets:

"I Can Statements":

1. I can recognize upper and lowercase letters.
2. I can name the upper and lowercase letters.
3. I can make the sounds for upper and lowercase letters.

Learning Targets

1. Name and recognize all upper and lower case letters
2. Produce the sounds for upper and lower case letters

Common Formative Assessments:

1. Foundations Unit 1 Assessment

Targeted Intervention

Tier 1:

Tier 2:

Entry Criteria: Students identified who still have gaps in letter sounds

Exit Criteria: Knowing all letters and sounds

Skill Focus:



Grade: 1

R.F.1.3

Essential Standard: Know and apply grade level phonics and word analysis skills in decoding words

- Decoding regularly spelled one-syllable words

Timeline: September-October

Student Friendly Learning Targets:

"I Can Statements":

I can tap to read cvc words.

I can tap to spell cvc words.

Learning Targets

1. Student will decode cvc words
2. Student will encode cvc words

Common Formative Assessments:

Unit 2 Foundations Assessment

Teacher created cvc list pulled from the fluency kit in Foundations

Targeted Intervention

Tier 1:

Small groups in classroom (WIN time), warm up during reading groups

Tier 2: Reading interventionist groups (may include another times other than WIN)

Students identified who still have gaps in letter sounds (prerequisite)

Entry Criteria: Less than 7/10 cvc words read/spelled correctly on unit 2 assessment

Exit Criteria: 9/10 on 2 different progress monitoring probes

Skill Focus: encoding and decoding cvc words



Grade:

Essential Standard:

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Timeline: Mid-October through Mid November (10/18- 11/12)

Student Friendly Learning Targets:

"I Can Statements":

4. I can identify the characters in the story.
5. I can identify the setting of the story.
6. I can identify the problem in the story.
7. I can identify the solution in the story.
8. I can tell what happened in the beginning, middle, and end
9. I can identify the central message of the story.

Learning Targets

3. Student will identify characters, setting, problem solution
4. Students will tell what happened in the beginning, middle, and end
5. Students will state the central message of the story

Common Formative Assessments:

1. Assessment for students will be given during guided reading groups. There are 2 versions. One is a writing assessment for the more fluent readers and the other is a drawing assessment for the less fluent readers. They are both linked here:

[Assessments A and B for Retelling](#)

[Rubric](#)

Targeted Intervention

Tier 1: Students will be working on this essential standard during readers workshop time. It will also be practiced during literacy centers at WIN and guided reading groups with the classroom teacher

Tier 2: (Would also be classroom teacher)

Entry Criteria: Can not identify the problem in the story

Exit Criteria: Can identify the problem in the story

Skill Focus: characters, setting, problem, solution, beginning, middle, end, central message

Materials - Storytelling cards, five finger retell, additional graphic organizers, fiction stories

Implementing the Team Teaching Assessment Cycle:

- ❑ Team planning
- ❑ Consider opportunities to fluidity for hybrid and remote
- ❑ Introduce students to learning targets
- ❑ Consider mid unit intervention
- ❑ Give common formative assessments
- ❑ Collaboratively analyze formative assessment results
- ❑ Determine intervention groups
- ❑ Repeat for additional learning targets



Grade: 1st

Essential Standard: RI1.2

Identify the main topic and retell key details of a text.

Timeline: 1/7-2/4/22

Student Friendly Learning Targets:

I can identify the main idea (topic) and supporting (key) details in nonfiction text.

Learning Targets

- Students will be able to identify the main idea or main topic of a nonfiction text.
- Students will be able to identify 3 key details that support the main idea or main topic of a nonfiction text.

Common Formative Assessments:

Students will complete the [Main Topic and Key Detail Assessment](#) using an instructional level text during guided reading groups.

Targeted Intervention

Tier 1: Students will be working on this essential standard during readers workshop time. It will also be practiced during literacy centers at WIN and guided reading groups with the classroom teacher

Tier 2: (Would also be classroom teacher)

Entry Criteria: Can not identify the main idea in a nonfiction text

Exit Criteria: Can identify the main idea of a nonfiction text

Skill Focus: main topic or main idea

Tier 1: Students will be working on this essential standard during readers workshop time. It will also be practiced during literacy centers at WIN and guided reading groups with the classroom teacher

Tier 2: (Would also be classroom teacher)

Entry Criteria: Can not identify the key details in a nonfiction text

Exit Criteria: Can identify the key details of a nonfiction text

Skill Focus: main topic, main idea, supporting details, key details

Materials - nonfiction text at instructional level, main topic and key details graphic organizer, main topic and key detail task cards