**Illinois Community College Board
Adult Education & Literacy**

Illinois ABE/ASE Language Arts Model Curriculum
NRS Level 1

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NRS Level 1 Reading
Beginning Basic Education (Grade Levels 0 – 1.9)

FOUNDATIONAL SKILLS / ALPHABETICS (FS)
1.R.FS.1 / 1.R.FS.2 / 1.R.FS.3 / 1.R.FS.4

Essential Understandings:
- Organization and basic features of print have meaning (e.g., periods, capital letters at the beginning of words).
- Unfamiliar words can be decoded.
- Skills and strategies include phonics and syllabication.
- Sounds are represented by phonemes in written text.

Essential Questions:
- Where does a sentence begin and end?
- Where do words break into syllables?
- How are words decoded?
- Why can some words be sounded out and others cannot?

Students will be able to:
(What does mastery look like)
Print Concepts
- Recognize and apply organization patterns and basic features of print by following words from left to right, top to bottom, and page by page.
- Identify and apply basic features of print by recognizing that spoken words are represented in written language by specific sequences of letters.
- Identify and demonstrate organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation).
- Recognize basic features of print by naming all uppercase and lowercase letters.
- Identify and demonstrate organization and basic features of print by recognizing that words are separated by spaces in print.

Phonological Awareness
- Demonstrate phonological awareness of spoken words, syllables, and sound (phonemes) by recognizing and producing rhyming words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by counting, pronouncing, blending and segmenting syllables in spoken words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by blending and segmenting onsets and rimes of single-syllable spoken words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by isolating and pronouncing the initial, medial vowel, and final sounds in three-phoneme (CVC) words (not including CVCs ending with /l/, /r/, or /x/.

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- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by adding or substituting individual sounds in simple, one-syllable words to make new words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by distinguishing long from short vowel sounds in spoken single-syllable words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by orally producing single-syllable words by blending sounds including consonant blends.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by segmenting spoken single-syllable words into their complete sequence of individual sounds.

Phonics and Word Recognition
- Apply phonics skills through demonstrating knowledge of one-to-one letter-sound correspondences and by producing the primary sound for each consonant.
- Know and apply level appropriate phonics skills through associating long and short sounds with common spellings (graphemes) for the five major vowels.
- Know and apply level appropriate word analysis skills in reading common high-frequency sight words such as *the, of, to, you, she, my, is, are, do, does*.
- Know and apply level appropriate phonics and word analysis by distinguishing between similarly spelled words by identifying the sounds of differing letters.
- Know and apply phonics skills by recognizing spelling-sound correspondences for common consonant digraphs.
- Know and apply level appropriate phonics and word analysis skills in decoding regularly spelled one-syllable words.
- Use level appropriate phonics skills to recognize final -e and common vowel team conventions for representing long vowel sounds.
- Use level appropriate phonics and word analysis skills to know that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking words into syllables according to their root and inflectional endings.
- Recognize and read level appropriate irregularly spelled two-syllable words.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, texts, and other formal assessments. Including but not limited to:
- teacher-created quizzes/tests
- teacher-created worksheets

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- TPR/"Point to" sight words
- Flash card naming of sight words for formal assessment
- Picture and/or word cards story arrangement in top-down, left-right format with rubric
- With rubric, observe student use of manipulative, audio, and visual language materials to demonstrate ability to decode/encode letter/sounds, CVC, digraphs, and two-syllable syllabification patterns (utilizing Universal Design for Learning principles as needed.) Examples include:
  - card matching for common roots/affixes
  - rime/onset matching
  - scrambled words/putting letters in correct order
  - audio of phonetic word and students encode with moveable alphabet cards or in writing
  - match CVC words to matching pictures
  - pictures of known items whose initial or final sound matches particular letters
- Formal teacher observation of small group discussion with rubric
- Edit sentences for capitalization and final punctuation

Other Evidence:
- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective/interactive journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Read alphabet or word cards/booklets/charts for phonetic/phonogram practice, matching graphemes to produced sounds (by initial/final or medial sounds and by word family/rime-onset)
- Find and correct capitals and punctuation in texts
- Syllable and affix card sort/matching (lists available in *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* by Donald Bear et. al.)
- Games and activities from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- Bingo, picture/word matching activities, semantic card sorts and other devised "gameboards," student planners, etc., for practice in identifying or naming letter/sound relationships, phonetic word families, and sight words. (Examples in *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*)
- Read and find phonetic elements in poetry such as:

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- o *More! Phonics Through Poetry: Teaching Phonemic Awareness Using Poetry*—Good Year Books
- o http://www.readworks.org/rw/poems-questions-national-poetry-month?utm_source=Email&utm_medium=Email&utm_campaign=4.1.15%20Poetry%20Month
- o *Mother Goose Jazz Chants* by Carolyn Graham
- Cloze/copy work using authentic, meaningful texts (e.g., personal information forms, song lyrics, student-generated language experience approach texts)
- Textbooks (Contemporary/McGraw Hill)
  - o *Essentials of Reading Book 1*
  - o *Essentials of Reading Book 2*
  - o *Phonics and Whole Words Activity Book 1*

Learning Activities:
(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction
  - o Flashcards
  - o Games
  - o Echo Reading
- Response to Intervention Model (Tier 2 or 3) such as flashcards and games, including activities from Book 1 of http://www.fcrr.org/for-educators/sca_k-1_rev.asp and from *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* (ex: Sort picture cards or word cards into categories of short or long vowels)
- Universal Design for Learning protocols such as: additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: Studystack app, Quizlet app, www.starfall.com, www.learningchocolate.com
- Peer teaching
- Change the frame of reference for learning concept/procedures with different objects/contexts
- Flashcards/index cards (start with smaller set and expand as material is mastered) for review, self or tutor test, matching games, sorting, etc.

List of Instructional Materials:
- Manipulative/moveable alphabet (multi-colored, three-dimensional or cards)
- Card sorts and teacher-made word booklets/charts for phonetic/phonogram/syllable/word affix matching
- Sight word cards/charts
- Sandpaper letters/sand tray (kinesthetic reinforcement of letters and sounds)
- Leveled readers, prose, poetry, and song lyrics appropriate for NRS Level 1 such as:
  - o *Sam and Pat* books 1 and 2—NGL/Cengage Publishers
  - o *What's Next?* books 1-4—New Readers Press

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- o *More! Phonics Through Poetry: Teaching Phonemic Awareness Using Poetry*—Good Year Books
  - o *Good Books, Good Times* by Lee Bennett Hopkins
- Spelling rule cards/worksheets/charts
- Picture dictionaries/NRS Level 1 appropriate dictionaries
- *Mother Goose Jazz Chants* by Carolyn Graham
- Word level/sentence level nomenclature/definition cards (picture, word or definition label, control of error card/booklet with both picture and word/sentence together.)
- Labels/pencils
- Illustrations/photos/authentic materials for story-generating prompts and reading strategies practice
- Language Experience Approach student-generated sentences/stories/texts
- Graphic organizers such as Venn diagrams, narrative structures, cause/effect, etc.
- *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* by Donald Bear et. al.
- Total Physical Response reading slips (commands/sentence level)
- Textbooks (Contemporary/McGraw Hill)
  - o *Essentials of Reading Book 1*
  - o *Essentials of Reading Book 2*
  - o *Phonics and Whole Words Activity Book 1*

List of Technology Resources:
- www.learnamericanenglish.com (pages for consonants/vowel sounds)
- www.teacherannbhc.blogspot.com (links to phonics activities)
- www.quizlet.com (teacher-generated flash cards with sound)
- www.studystack.com
- Montessorium apps for iPad (intro to letters and alpha writer)
- www.starfall.com and Starfall app
- http://www.readworks.org/rw/poems-questions-national-poetry-month?utm_source=Email&utm_medium=Email&utm_campaign=4.1.15%20Poetry%20Month
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- http://www.mcedservices.com/phonics/phonics.html (simple, phonics-based stories)
- http://www.schools.utah.gov/CURR/langartelem/Core-Standards/Resources.aspx (lists of words that follow phonics rules, grouped by category)
- www.learningchocolate.com

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VOCABULARY ACQUISITION AND USAGE (VA)
1.R.VA.1 / 1.R.VA.2 / 1.R.VA.3 / 1.R.VA.4

Essential Understandings:
- Words are grouped into various categories.
- Some words have more than one meaning.
- New words can be acquired from and used in conversations and text.
- Affixes and roots can give clues to meanings of words.
- Basic technology has its own vocabulary and operations.

Essential Questions:
- How is text used to determine word meaning?
- What is the relationship between word categories and word meanings?
- How are new words and phrases appropriately used in daily conversations?
- How are basic computer operations performed?

Students will be able to:
(What does mastery look like)
- Determine or clarify the meaning of multiple-meaning words based on appropriately leveled content by identifying new meanings for familiar words and applying them accurately (e.g., knowing *duck* is a bird and then learning the verb *to duck*.)
- Determine or clarify the meaning of unknown words and phrases based on appropriately leveled content using sentence-level context as a clue to their meaning.
- Determine the meaning of unknown words based on appropriately leveled content by using the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, -un, pre-, -ful, -less*) as a clue to the meaning of those words.
- Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*)
- With guidance and support, identify word relationships and nuances in word meanings by sorting common objects and by sorting words into categories (e.g., shapes, foods) to gain concepts for the categories represented.
- With guidance and support, identify word relationships and nuances in word meanings by defining 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.)
- With guidance and support, demonstrate word relationships and nuances in word meanings by identifying real-life connections between words and their use (e.g., note a situation that is *pleasant*.)
- With guidance and support, identify nuances in word meanings by distinguishing various meanings of verbs describing the same general action (e.g., *walk, march, strut, prance*.)
- With guidance and support, identify nuances in word meanings by distinguishing 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 nuances in meanings.

- With guidance and support, demonstrate knowledge of word relationships between frequently occurring verbs and adjectives by relating them to their opposites (antonyms.)
- 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*) through print and oral work, giving in-depth meaning of level appropriate words (e.g., words that are basic and concrete and are used in daily conversation.)
- Demonstrate knowledge of technology systems by communicating about tech using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms.)
- Use technology systems by performing basic hardware and software operations (e.g., copy and paste, navigate among open windows, undo/redo.)

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, texts, and other formal assessments. Including but not limited to:
- teacher-created quizzes/tests
- teacher-created worksheets
- Using rubrics, observe students using manipulative, audio, and visual language materials (utilizing Universal Design for Learning principles as needed). Tasks include:
  - Cloze sentence level activities filling in logical conjunctions to connect phrases and clauses
  - Teacher observation with rubric of student pairs performing task list of basic hardware/software operations
  - Word review card stack conversation: students draw a word card from a stack compiled from previous conversations, listenings or readings, identify the word on the card and integrate that word into a new group conversation based around a theme or language function
  - Antonym/synonym card matching or substitution drill
  - Perform/demonstrate nuances in vocabulary based on related concepts or degrees, with teacher rubric used
  - Root/affix combining and definition matching based on etymology and particular affix semantic concept
- Formal teacher observation with rubric
- Do assessment at completion of www.gcflearnfree.com/computers tutorial

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Other Evidence:
- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning
- Simulations

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Card classifications according to semantic groups (pictures and/or words) such as from *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*
- Card classifications according to semantic groups (pictures and/or words) such as from *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* by
- Card matching (picture card/word card/control of error card with both picture and word) such as from Activities section of http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- Use moveable alphabet in two to three colors to highlight concept and identification of roots and affixes from given text
- Word Part Cards Match (for matching root/affix)
- Grammar boxes and grammar symbols (by parts of speech) labeling activities for emerging readers: practice in sentence level reading, words sorted into correct syntax/word order, and learning concept of nouns, adjectives, verbs and for practice identifying these parts of speech.
- Total Physical Response reading slips to demonstrate nuances in verb meanings (e.g., *smile* vs. *grin* vs. *smirk*)
- Theater techniques/kinesthetic games to demonstrate synonymic/antonymic relationships/words with multiple meanings & grammar functions (e.g., "*duck*" noun vs. "*duck*" verb)
- Sentence analysis manipulatives (symbols, adding paper roll, pencil, scissors) joining two simple phrases/clauses with frequently used conjunctions to make compound or complex sentences (e.g., *because*, *before*, *after*, *and*, *but*, *or*.)
- Word study worksheets (word/picture/definition/example in sentence—activities include matching, cloze, fill in blank, information gap, etc.)
- Basic computer literacy tutorials
- Activities from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2) such as placing the correct word written on a manipulative to complete the story)
- Textbooks (Contemporary/McGraw Hill)

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- *Essentials of Reading Book 1*
- *Essentials of Reading Book 2*
- *Phonics and Whole Words Activity Book 1*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction
  - Flashcards
  - Games such as Hangman from www.playhangman.com
  - Unscrambling sentences with assistance
- Response to Intervention Model (Tier 2 or 3) such as keeping a personal picture dictionary of new vocabulary
- Additional practice with games and activities such as board games from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Peer teaching
- Response to Intervention Model (Tier 2 or 3) such as flashcards and games, including activities from Book 1 of http://www.fcrr.org/for-educators/sca_k-1_rev.asp (ex: Sort picture cards or word cards into categories of short or long vowels)
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: www.poenglishcake.com, www.learningchocolate.com, studystack app, quizlet app, www.readingcompanion.org, www.starfall.com
- Change the frame of reference for learning concept/procedures with different objects/contexts
- Flashcards/index cards (start with smaller set and expand as material is mastered) for review, self or tutor test, matching games, sorting, etc.

List of Instructional Materials:

- Authentic materials familiar to students' daily lives
- Objects in classroom environment
- Picture dictionaries/NRS Level 1 appropriate dictionaries
- Picture cards, word cards, & control of error cards
- Language Experience Approach generated texts and student conversation transcripts
- Bear, Donald et. al. (2015). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. Pearson.
- Manipulative/moveable alphabet box in multiple colors
- Sentence strips with duplicate strips cut word by word to analyze syntax, vocabulary, word meanings, parts of speech, and for reading practice at the sentence level
- Total Physical Response "command" cards

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- *Oxford Picture Dictionary* (2nd ed.) by Jame Adelson-Goldstein and Norma Shapiro
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*
  - *Phonics and Whole Words Activity Book 1*

List of Technology Resources:
- www.oddcast.com
- www.voicethread.com
- www.poenglishcake.com
- www.sense-lang.org
- www.gcflearnfree.org/computers
- computer, monitor, mouse, mouse pad
- internet connection
- word processor application such as Microsoft Word
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Books 1 and 2)
- Read Write Gold software
- www.poenglishcake.com
- www.learningchocolate.com

FLUENCY (FL)
1.R.FL.1

Essential Understandings:
- There is a rhythm and flow to the written language.
- Rereading and using context to self-correct will increase fluency and comprehension.

Essential Questions:
- What is fluent reading?
- How do word recognition and comprehension affect fluency?

Students will be able to:
(What does mastery look like)
- Read on-level text in successive readings with purpose and understanding by listening to and following along as teacher models fluency.
- Read on-level text in successive readings with sufficient accuracy and fluency to support comprehension by using context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, texts, and other formal assessments. Including but not limited to:

- quizzes/tests
- worksheets to mark phrases/pauses/chunks
- homework
- timed-readings aloud
- reader's theater with rubric (available at http://www.readwritethink.org/files/resources/printouts/30698_rubric.pdf
- Teacher observation with fluency rubric (fluency rubrics available at http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf and http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm
- Successive student oral recorded readings using MP3 or Screencast or Webcam with rubric to measure improvement over time

Other Evidence:
- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions/reader's theater rehearsals
- Student audio or oral reading for fluency portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Simulations and role plays/Reader's Theater

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Timed reading with familiar texts such as http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm
- Choral reading
- Reader's theater such as https://www.readinga-z.com/fluency/readers-theater-scripts/
- Poetry reading such as
  - *Good Books, Good Times* by Lee Bennett Hopkins
  - *Joyful Noise: Poems for Two Voices* by P. Fleishman
    Winter Poems by B. Rogasky
  - http://www.readworks.org/rw/poems-questions-national-poetry-month
- Podcast recordings for fluency
- Rap/song performance such as *Jazz Chants* by Carolyn Graham
- Screencast-o-matic recordings for fluency
- Activities from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)

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- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction
  - Paired Reading
  - Echo Reading (see p. 241 in *Interventions for Reading Success*)
  - Listening to reading
  - Timed readings such as from
    http://resources.marshalladulteducation.org/reading_skills_home.htm
- Response to Intervention Model (Tier 2 or 3) such as repeated readings, Reader's Theaters, and activities lessons from Activities section in
  http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Peer teaching
  - Paired reading
  - Repeated reading with various partners
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: studystack app, Screencast-o-matic, www.readingcompanion.org, and timed repeated online reading such as http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm,

List of Instructional Materials:

- Level appropriate texts (published, LEA generated)
  - *Sam and Pat* Books 1 and 2—NGL/Cengage Publishers
  - *What's Next?* Books 1-4—New Readers Press
  - Hajdusiewicz, Babs. (1999). *More Phonics Through Poetry: Teaching Phonemic Awareness Using Poetry*. Good Year Books.
  - Hopkins, Lee Bennett. (2000).*Good Books, Good Times*. Harper Collins.
  - Fleishman, Paul. (2004). *Joyful Noise: Poems for Two Voices* Harper Collins.
  - *Winter Poems* by B. Rogasky
- Songs such as from YouTube with lyrics
- Readers Theater texts (published or LEA generated or combination)
- Graham, Carolyn. (2000). *Jazz Chants Old and New* by Carolyn Graham. Oxford University Press.
- Graham, Carolyn*. (1986). Small Talk*: *More Jazz Chants*. Oxford University Press.
- Haager, Diane et. al. (2007). *Interventions for Reading Success*: Brookes Publishing.
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

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List of Technology Resources:
- Podcast recordings
- Audiobooks
- Screencast-o-matic
- www.flocabulary.com
- www.readingcompanion.org
- Read Write Gold software
- https://dibels.uoregon.edu
- www.myfreemp3.en/music/carolyn+graham#3
- teacher-created jazz chant recordings
- http://www.readworks.org/rw/poems-questions-national-poetry-month?utm_source=Email&utm_medium=Email&utm_campaign=4.1.15%20Poetry%20Month
- YouTube
- www.newsinlevels.com
- www.voxy.com
- https://www.readinga-z.com/fluency/readers-theater-scripts/
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp
- http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm (fluency rubric)
- http://avoca37.org/hannuss/files/2011/08/student-friendsly-fluency-rubric1.pdf (fluency rubric)
- http://www.readwritethink.org/files/resources/printouts/30698_rubric.pdf (reader's theater rubric)
- https://www.readinga-z.com/fluency/readers-theater-scripts/

COMPREHENSION: LITERATURE (CL)
1.R.CL.1 / 1.R.CL.2 / 1.R.CL.3 / 1.R.CL.4 / 1.R.CL.5 / 1.R.CL.6 / 1.R.CL.7

Essential Understandings:
- Specific strategies can be used to increase comprehension.
- Common types of text and point of view can be identified by examining the text.
- Characters in a story can be better understood by examining the illustrations and details.
- Illustrations and various text features can provide information.
- Literature includes a variety of text types.

Essential Questions:
- How can specific strategies be used to increase comprehension?
- Who is telling the story?
- How does reading in a group help improve reading comprehension?
- How do illustrations help to better understand characters and scenes?

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Students will be able to:
(What does mastery look like)

- With and without prompting and support, demonstrate comprehension strategies of questioning by asking questions about key details in text.
- With prompting and support, demonstrate comprehension strategies of summarizing by retelling familiar stories, including key details, and identify their central message or lesson.
- With prompting and support, demonstrate comprehension strategies of predicting and clarifying by identifying and describing characters, settings, and major events in a story.
- Use effective strategies to determine unknown words in a text by asking and answering questions about unknown words in that text.
- Use effective strategies to determine unknown words in a text by identifying words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Recognize common types of texts (e.g., storybooks, poems) by explaining major differences between books that tell stories and books that give information, drawing on a wide range of text types.
- With prompting and support, identify point of view in stories by naming the author and illustrator of a story and defining the role of each in telling the story.
- Identify point of view in stories by recognizing who is telling the story at various points in the text.
- With prompting and support, use illustrations and details to aid in the understanding of characters in a story by describing the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- Use illustrations and details in a story to describe its characters, setting, or events.
- Use illustrations and details to aid in the understanding of characters in a story by comparing and contrasting the adventures and experiences of characters in familiar stories.
- Participate actively and purposefully in group reading activities
- With prompting and support, read level appropriate prose and poetry.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, texts, and other formal assessments. Including but not limited to:

- Quizzes/tests
- Reading comprehension assessment at www.readtheory.org and www.englishforeveryone.org
- Retelling a familiar story - rubric available at https://www.readinga-z.com/assessments/retelling-rubrics/

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- Worksheets
- Leveled comprehension tests from www.readinga-z.com
- Oral Q & A to large group with rubric 20 WH- questions game
- Act like a character day
- Teacher observations of group work/reading circles and monitoring discussions with a rubric
- Storyboard drawings or character/setting sketches with rubric

Other Evidence:
- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Create storyboard with illustrations and/or student-generated text
- KWL card sort/cloze
- Model answering multiple-choice and short-answer comprehension questions using *That's Life! Reading Comprehension* by Linguisystems
- Leveled reading and activities from https://www.readinga-z.com including graphic organizers that go along with the story
- Classify words/phrase cards that indicate feelings from other words/phrase cards
- Match character to character traits or quotations using
  - *Sam and Pat* books 1 and 2—NGL/Cengage Publishers
  - *What's Next?* books 1-4—New Readers Press
  - www.learningchocolate.com (Character Traits Links)
- Manipulate cards that paraphrase plot points of story, putting cards in order
- Games and activities from comprehension section http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Read various versions of the same simple fairy tale or fable, including those in *Jazz Chant Fairy Tales* by Carolyn Graham
- Reading and comprehension activities at www.Englishforeveryone.org to use as think-alouds
- Retell a familiar story with gradual release of responsibility from teacher to student using retelling rubric available at https://www.readinga-z.com/assessments/retelling-rubrics/

- Use graphic organizer manipulatives/worksheets (e.g., Venn diagram activity to compare/contrast characters, flowchart/timelines for narrative structure) from www.readinga-z.com
- Leveled reading passages and comprehension exercises from *That's Life! Reading Comprehension* by Linguisystems
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Audiobook support
- One-on-one tutors with individualized instruction such as retelling with support and gradual release of responsibility from teacher/tutor to student
- Response to Intervention Model (Tier 2 or 3) such as additional practice with games and activities from comprehension section http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games, audiobooks)
- Peer teaching such as working together to complete a simple story chart
- Change the frame of reference for learning concept/procedures with different objects/contexts
- Tutor-led Reading Circles practicing comprehension strategies such as think-alouds
- Interactive technology: quizlet app, www.readingcompanion.org, www.learningchocolate.com

List of Instructional Materials:
- Literature texts (e.g. fables, poems, short stories)
  - Hopkins, Lee Bennett. (2000).*Good Books, Good Times*. Harper Collins.
  - Graham, Carolyn. (1994). *Mother Goose Jazz Chants*. Oxford University Press.
  - Graham, Carolyn. (1988). *Jazz Chant Fairy Tales*. Oxford University Press.
  - *Sam and Pat* Books 1 and 2—NGL/Cengage Publishers
  - *What's Next?* Books 1-4—New Readers Press
- Teacher-generated manipulatives such as word/phrase/picture cards/graphic organizers
- Photos/illustrations/art
- Whiskeyman, Lauri, et. al. (1998).*That's Life! Reading Comprehension*. Lingui Systems.
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

NRS Level 1 Reading
Beginning Basic Education (Grade Levels 0 – 1.9)

List of Technology Resources:
- Storymaker app
- Story creator app
- Wordle
- Haiku deck
- www.readingcompanion.org
- Read Write Gold software
- www.readworks.org
- www.readwritethink.org
- http://www.readworks.org/rw/poems-questions-national-poetry-month?utm_source=Email&utm_medium=Email&utm_campaign=4.1.15%20Poetry%20Month
- Reading comprehension assessment at www.readtheory.org
- www.englishforeveryone.org
- https://www.readinga-z.com
- www.learningchocolate.com (Character Traits Links)
- https://www.readinga-z.com/assessments/retelling-rubrics/ (retelling rubric)

COMPREHENSION: INFORMATIONAL TEXT (CI)
1.R.CI.1 / 1.R.CI.2 / 1.R.CI.3 / 1.R.CI.4 / 1.R.CI.5 / 1.R.CI.6 / 1.R.CI.7 / 1.R.CI.8

Essential Understandings:
- Specific strategies can be used to increase comprehension.
- An author's purpose and point of view can be identified by examining the text.
- Illustrations and various text features can provide information.
- A reader must identify evidence to support conclusions.

Essential Questions:
- What clues does a text provide about the author's purpose and point of view?
- How can illustrations help increase understanding of the text?

Students will be able to:
(What does mastery look like)
- With prompting and support, demonstrate comprehension strategies such as questioning and clarifying by locating, asking, and answering questions about key details in a text (e.g., want ads, job listings, schedules, signs and food packages).
- With prompting and support, demonstrate comprehension strategies such as summarizing by identifying the main topic and retelling key details of a text.
- With prompting and support, demonstrate comprehension strategies such as clarifying and predicting by describing the connection between two individuals, events, ideas, or pieces of information in a text.

NRS Level 1 Reading
Beginning Basic Education (Grade Levels 0 – 1.9)

- With prompting and support, ask and answer questions about key details in a text, and with help determine or clarify the meaning of unknown words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts such as the front cover, back cover, and title page of a book.
- Know and use various text features to locate key facts and information such as the name of the author and illustrator of a text and to define the role of each in presenting the ideas and information in a text.
  Know and use various text features to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- With prompting and support, use illustrations to aid comprehension of text by describing the relationship between illustrations and the text in which they appear (e.g., what person, place, things, or idea in the text an illustration depicts.)
- Use the illustrations to aid comprehension of text by using them along with details in the text to describe its key ideas.
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)
- Participate actively and purposefully in group reading activities.
- With prompting and support, read level appropriate informational texts.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, texts, and other formal assessments. Including but not limited to:
- quizzes/tests
- worksheets
- Formal teacher observation of group work/reading circles with rubric
- Q & A with whole class using rubric
- Nonfiction reading with comprehension checks from www.readinga-z.com

Other Evidence:
- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

NRS Level 1 Reading
Beginning Basic Education (Grade Levels 0 – 1.9)

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- KWL
- Question web
- Thinking stems
- Direct instruction, guided practice, and teacher modeling of comprehension strategies
  - *Sharks* by C. J. Naden for finding main idea
  - http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/ for identifying text structure
  - *That's Life! Reading Comprehension* by Linguisystems
- Complete appropriate graphic organizer as a class after reading nonfiction text; graphic organizers for nonfiction texts available at:
  - www.eduplace.com/graphicorganizers/
  - www.thinkingmaps.com
  - https://www.readinga-z.com/comprehension/reading-graphic-organizers/
- Collage images/text
- Leveled nonfiction reading, discussion, and activities from:
  - www.englishforeveryone.org
  - https://www.readinga-z.com
  - http://resources.marshalladulteducation.org/reading_skills_home.htm
  - http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/
- Match images/graphics to captions pertaining to text
- Create podcasts
- Speak/Read/Listen to student-generated LEA stories with student transcriptions/audio recordings
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Audiobook support
- One-on-one tutors with individualized instruction
- Response to Intervention Model (Tier 2 or 3) such as modeled comprehension strategies and think-alouds
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, www.readingcompanion.org
- Peer teaching
- Leveled nonfiction reading, discussion, and activities from www.readinga-z.com

NRS Level 1 Reading
Beginning Basic Education (Grade Levels 0 – 1.9)

- Change the frame of reference for learning concept/procedures with different objects/contexts

List of Instructional Materials:
- Text (newspaper, magazines, online resources)
- Photos/images
- Graphic organizers
- Worksheets
- Whiskeyman, Lauri, et. al. (1998).*That's Life! Reading Comprehension*. Lingui Systems.
- Audiobook/recording
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

List of Technology Resources:
- News In Levels
- Audiobooks
- Podcasts
- Read Write Gold software
- http://resources.marshalladulteducation.org/reading_skills_home.htm
- www.readworks.com
- www.englishforeveryone.org
- https://www.readinga-z.com
- www.voxy.com
- Graphic organizers from
  - www.eduplace.com/graphicorganizers/
  - www.thinkingmaps.com
  - https://www.readinga-z.com/comprehension/reading-graphic-organizers/

NRS Level 1 Speaking & Listening
Beginning ABE Literacy (Grade Levels 0 – 1.9)

COMPREHENSION AND COLLABORATION (CC)
1.S.CC.1 / 1.S.CC.2 / 1.S.CC.3 / 1.S.CC.4

Essential Understandings:
- Group discussions provide opportunities for practicing effective speaking and active listening skills
- Questioning during discussions clarifies understanding.
- Discussions allow for predictions to be made and solutions to be found.

Essential Questions:
- What does active listening look like?
- What guides a successful discussion?

Students will be able to:
(What does mastery look like)
- Participate in collaborative conversations with diverse partners about topics and texts appropriate to skill level, with peers in small and larger groups, by following agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Participate in collaborative conversations through multiple exchanges, building on others' talk by responding to the comments of others.
- Demonstrate active listening skills by interpreting verbal and non-verbal cues and behaviors.
- Use questioning strategies to clarify key details about a text read aloud or information given orally.
- Use questioning strategies to seek help, get information, clear up confusion, or gather additional information about topics and texts.
- Make predictions based on oral information regarding trends.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:
- Class or small group discussions formally observed by teacher using rubric at http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf
- Teacher provided rubric completed by students for formal self-assessment or peer-assessment
- Debates
- LMS online discussion board with students required to post and respond to other students' posts following particular quality guidelines and rubric

NRS Level 1 Speaking & Listening
Beginning ABE Literacy (Grade Levels 0 – 1.9)

Other Evidence:
- Exit tickets
- Informal teacher observations of small group/pair/class discussions
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning
- Simulations

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Telephone/gossip game
- Introducing partners to class
- Discuss favorite activities/objects/holidays/foods, etc. with oral reporting to group/class using http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf
- Story retells using rubric from https://www.readinga-z.com/assessments/retelling-rubrics/
- Describing pictures and realia and silent/mute movies
- Activities such as teaching appropriate expressions for discussion including "We could…" and "Why don't we…" from p. 79-83 "Making a Group Decision" in *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence* by Kehe & Kehe

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction such as Why/Because Questioning (example: "Why do people go to the park?")
- Response to Intervention Model (Tier 2 or 3) such as guided conversations and additional practice with appropriate responses including using *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence* by David Kehe & Peggy Dustin Kehe
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, story maker app, story creator app,
- Peer teaching
- Change the frame of reference for learning concept/procedures with different objects/contexts

NRS Level 1 Speaking & Listening
Beginning ABE Literacy (Grade Levels 0 – 1.9)

List of Instructional Materials:
- Teacher-generated topics for discussion
- Student-generated topics for discussion
- Kehe, David & Peggy Dustin Kehe. (2014). *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence.* Pro Lingua.
- Pictures
- Political cartoons
- Authentic materials
- Silent/mute movies

List of Technology Resources:
- Film
- YouTube
- Podcasts
- StoryMaker app
- StoryCreator app
- https://www.readinga-z.com/assessments/retelling-rubrics/
- http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf

PRESENTATION OF KNOWLEDGE AND IDEAS (PK)
1.S.PK.1

Essential Understanding:
- Presentations can express ideas and feelings about familiar topics.

Essential Questions:
- How are emotions and feelings presented clearly?
- What can enhance a presentation?

Students will be able to:
(What does mastery look like)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional details and clarify ideas, thoughts, and feelings by adding drawings or other visual displays.
- Describe familiar subjects by speaking audibly and by expressing thoughts, feelings, and ideas clearly.
- Describe familiar subjects by producing complete sentences as appropriate to the task or situation.

Evidence for Assessing Learning

Performance Tasks:

NRS Level 1 Speaking & Listening
Beginning ABE Literacy (Grade Levels 0 – 1.9)

Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Formal presentations and oral reports using rubrics found at http://www.sites4teachers.com/links/redirect.php?url=http://www.ncsu.edu/midlink/rub.pres.html, http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm, and http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf
- Teacher provided rubric completed by students for formal self-assessment or peer-assessment (modified version of rubric at www.bie.org/object/document/k_2_presentation_rubric)
- Debates
- Poetry/literary readings/performance
- Lyric writing/performance
- Multimedia presentation (e.g., podcasts, YouTube)

Other Evidence:

- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning
- Simulations
- Student checklist of presentation components

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- How to give presentations (expectations, process—including each part of presentation directly taught and structured focus and practice on discrete parts of process such as research, visual design, presentation rehearsal, etc.) using simple rubric from www.bie.org/object/document/k_2_presentation_rubric
- Student observation of presentations
- Project writing, recording and design of presentations through media such as YouTube or podcast and embedding of these in websites, blogs, etc.
- Debates
- Poetry/literary readings/performance such as from www.readinga-z.com
- Lyric writing/performance

Learning Activities:

NRS Level 1 Speaking & Listening
Beginning ABE Literacy (Grade Levels 0 – 1.9)

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- Additional practice time
- Presentation with guided support
- One-on-one tutors with individualized instruction/support such as echo reading (p.241) in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as assisting presenter during presentation and decreasing assistance as competency is reached such as choral reading (p. 243) and poetry theater (p. 246) in *Interventions for Reading Success*
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, story maker app, story creator app, YouTube videos

List of Instructional Materials:
- Graphic organizers
- Checklists
- Note cards
- Timer
- Artifacts used in previous presentations used as model
- Haager, Diane et. al. (2007). *Interventions for Reading Success*: Brookes Publishing.

List of Technology Resources:
- Camcorder/tablet/webcam for recording self/peers
- Posted online models for presentations (YouTube, news media)
- Storymaker app
- StoryCreator app
- Youtube
- www.readinga-z.com
- LMS systems such as Canvas or Edmodo (if class or school uses LMS)
- Screencast-o-matic
- film creating app such as iMovie
- audio creating app such as Garageband
- http://www.sites4teachers.com/links/redirect.php?url=http://www.ncsu.edu/midlink/rub.pres.html (for oral presentations)
- http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm (for oral performances)
- http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf (for oral performances)
- www.bie.org/object/document/k_2_presentation_rubric (simple presentation rubric for student use)

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

TEXT TYPES AND STANDARDS (TT)
1.W.TT.1 / 1.W.TT.2 / 1.W.TT.3

Essential Understandings:
- There are different purposes for writing.
- Writing can be communicated in a variety of ways.
- Writing consists of a topic, details, and closure.

Essential Questions:
- How are thoughts expressed in written form?
- What is the purpose for writing?

Students will be able to:
(What does mastery look like)
- Create opinion pieces through drawing, writing, or dictating that introduce a topic, state an opinion, give a reason for the opinion, and provide some sense of closure.
- Create informative/explanatory texts through drawing, writing, or dictating that name a topic, supply some facts about the topic, and provide some sense of closure.
- Create narratives through drawing, writing, or dictating that 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.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:
- Genre sorts worksheet (ID opinion vs. informative vs. narrative texts)
- Parts of written discourse scramble (e.g., opinion text cut in strips according to topic introduction, reasons, or closure sections.)
- Match or generate original titles to untitled texts
- Fill in blanks with appropriate temporal words to cloze text
- Fill in appropriate details, events, or reasons for the "body" of scaffolded opinion, informative, or narrative text such as from *Writing Frames: 40 Activities for Learning the Writing Process* by Jean L Pottle.
- Transcribe previously student-dictated oral "text" recordings
- Group or individual process writing with teacher observation using rubric such as from www.ware.k12.ga.us (simple rubric on writing an opinion) and http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple rubric on writing a narrative)

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

Other Evidence:
- Informal teacher observation
- Exit tickets
- Informal monitoring of group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Classify text types (opinion/informative/narrative texts)
- Fill in forms/text types
- Genre sorts worksheet (ID opinion vs. informative vs. narrative texts)
- Parts of written discourse scramble (e.g., opinion text cut in strips according to topic introduction, reasons, or closure sections.)
- Model completing a graphic organizer, then have students fill out one in pairs, then independently; graphic organizers for prewriting available at www.eduplace.com/graphicorganizer/
- Match or generate original titles to untitled texts
- Fill in blanks with appropriate temporal words to cloze text
- Fill in appropriate details, events, or reasons for the "body" of scaffolded opinion, informative, or narrative text such as using a writing frame in *Writing Frames: 40 Activities for Learning the Writing Process*
- Transcribe previously student-dictated oral "texts" recordings.
- Guided/scaffolded paragraphs by genre following rubric www.ware.k12.ga.us (simple rubric on writing an opinion) http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple narrative-writing rubric)
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support and gradually releasing responsibility from teacher to student
- Response to Intervention Model (Tier 2 or 3) such as focusing on smaller sections of the lesson until mastered
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)

- Interactive technology: quizlet app, study stack app
- Change the frame of reference for learning concept/procedures with different objects/contexts

List of Instructional Materials:
- pencil/paper
- moveable alphabets cards in multiple colors
- interpretive reading cards,
- punctuation and capitalization charts
- leveled readers and poetry
- dictionaries/encyclopedias
- information resources for research (readings or audio resources leading to writing tasks)
- punctuation charts
- writing samples/paragraphs in appropriate genres and levels
- Pottle, Jean. (1998).*Writing Frames: 40 Activities for Learning the Writing Process.* Walch Publishing.
- Manipulative grammar cards and symbols for parts of speech (e.g., adverbs for sequences in narratives and verb tenses for narratives using past simple or past continuous tenses)
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

List of Technology Resources:
- Word processing
- Smartroom technology for viewing/interacting with various written forms with whole class or small groups
- Keyboard tutorial support
- Internet (for research)
- www.ware.k12.ga.us (simple rubric on writing an opinion)
- http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple narrative-writing rubric)
- www.eduplace.com/graphicorganizer/

PRODUCTION AND DISTRIBUTION OF WRITING (PD)
1.W.PD.1 / 1.W.PD.2 / 1.W.PD.3

Essential Understandings:
- Using technology and instructor/peer editing strengthen writing.
- Various technologies can be used to convey information.

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

Essential Questions:
- How can technology be used to convey and improve written information?
- Why is editing important?

Students will be able to:
(What does mastery look like)
- With guidance and support, produce written texts by focusing on a topic, responding to questions and suggestions from peers, and adding details to strengthen writing as needed.
- Use digital tools (e.g., computers, cell phones, cameras, and other devices) for conveying messages, writings, and pictures.
- Use technology at a developmentally appropriate level by identifying and referring to parts of the computer and performing basic hardware and software operations such as copy/paste, navigating among open windows, and undo/redo.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:
- Process writing tasks with formal rubric
  - www.ware.k12.ga.us (simple rubric on writing an opinion)
  - http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple rubric on writing a narrative)
- Writing circles using features of peer review and editing with formal teacher observation/rubric
- Team-based writing project using collaboration, publishing, and distribution (rubric-based assessment by teacher) (participation rubric available at http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf)

Other Evidence:
- Informal student/peer evaluation
- Exit tickets
- Informal monitoring of group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

Sample Classroom Activities and/or Lesson Plans:
- Interactive writing notebooks focusing on fluency or accuracy according to student need
- Prewriting graphic organizers completed with decreasing support such as from www.eduplace.com/graphicorganizer/
- Research card sort/sequencing
- Word-processing instruction using www.sense-lang.org
- Process writing tasks with modeled lesson, interactive lesson, pair writing, then individual writing following rubric from www.ware.k12.ga.us (simple rubric on writing an opinion) and http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple rubric on writing a narrative)
- Direct teaching of following a rubric, including a participation rubric, such as at http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf
- Team-based writing project using collaboration, publishing, and distribution
- Direct instruction on how to keep a log from http://www.mindtools.com/pages/article/newHTE_03.htm and the downloadable log template available at that link
- Shared journals (responding in writing)
- Color coding sections of writing by function
- Sentence frames
- Use technology tools such as PowerPoint, online graphic organizers, spell check, and smart phones to text message socio-pragmatic language functions such as apologizing, requesting, etc.

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support, gradually releasing responsibility from tutor to student
- Response to Intervention Model (Tier 2 or 3) such as sentence frames with minimal elements to complete
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: story maker app, puppet pals app, story creator app, www.sense-lang.org
- Peer-editing with answer key
- Teacher observation
- Self-editing with answer key
- One-on-one tutors with individualized instruction
- Peer teaching
- Change the frame of reference for learning concept/procedures with different objects/contexts

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

List of Instructional Materials:
- Paper
- Pencils/pens
- Notebooks
- Multi-colored highlighters
- Notecards
- Resources for research (texts, images, etc.)

List of Technology Resources:
- Word processing
- www.sense-lang.org (keyboard tutorial)
- Smartroom technology for viewing/interacting with various written forms
- Haiku deck app
- http://www.mindtools.com/pages/article/newHTE_03.htm (keeping a log)
- Educreations app
- Internet connection for doing research
- www.readwritethink.org
- www.eduplace.com/graphicorganizer/
- www.glogster.edu
- puppet pals 1 & 2 (upload photos)
- www.ware.k12.ga.us (simple rubric on writing an opinion)
- http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple rubric on writing a narrative)
- http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf (participation rubric)

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)
1.W.RB.1 / 1.W.RB.2

Essential Understanding:
- Information can be gathered from experiences and resources both independently and collaboratively.

Essential Question:
- How is reliable information found?

Students will be able to:
(What does mastery look like)
- Produce a shared research or writing project by exploring "how-to" books on a topic and using them to write or dictate instructions.
- Answer questions by recalling information from experience or gathering information from a provided source.

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Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:
- Using teacher-provided resources, locate information to answer questions
- Research to complete a graphic organizer with assistance - graphic organizer available at http://www.eduplace.com/graphicorganizer/pdf/spider.pdf
- Prepare information with assistance to give expository report

Other Evidence:
- Informal teacher observation
- Exit tickets
- Informal monitoring of group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Work in groups of 2-4 to research a given topic using teacher-provided resources such as web-based links to relevant information
- Complete a graphic organizer and use information to complete a simple written, digital, or oral report.
- Activate prior knowledge on common interest or teacher-generated topic
- Samples of reliable and unreliable research to sort/classify
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as giving individual assistance with filling out graphic organizers
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, story maker app, story creator app, YouTube videos
- Research material of various reading levels such as from www.readinga-z.com
- Simplified or partially completed graphic organizers such as from www.eduplace.com/graphicorganizer/

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- Writing frames to complete for report *Writing Frames: 40 Activities for Learning the Writing Process* by Jean L Pottle
- Sort/classify tasks
- Peer-editing with answer key
- Teacher observation
- Self-editing with answer key
- One-on-one tutors with individualized instruction
- Response to Intervention Model (Tier 2 or 3) such as using partially completed mind maps for note-taking
- Peer teaching
- Change the frame of reference for learning concept/procedures with different objects/contexts

List of Instructional Materials:
- Research materials
- Graphic organizers (web, cause/effect map, problem/solution chart, sequence map, cycle map, Venn diagram, etc.)
- Samples of reliable and unreliable research
- Pottle, Jean. (1998).*Writing Frames: 40 Activities for Learning the Writing Process.* Walch Publishing.
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*

List of Technology Resources:
- www.readwritethink.org
- www.eduplace.com/graphicorganizer/
- http://www.eduplace.com/graphicorganizer/pdf/spider.pdf
- www.youtube.com (to build background interest and knowledge)
- www.readinga-z.com

CONVENTIONS OF STANDARD ENGLISH (CS)
1.W.CS.1 / 1.W.CS.2

Essential Understandings:
- Standard English conventions guide grammar and usage when writing.
- Questions can be asked using various interrogatives (e.g., who, what, where, why, when).
- There are different purposes for sentences (e.g., asking a question, making a statement, giving a command, etc.).
- Phonemic awareness applies to words that are spelled conventionally.

Essential Questions:

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- What are the conventions of Standard English and how are they applied to writing?
- How are phonics rules used to assist spelling?

Students will be able to:
(What does mastery look like)
- Use the conventions of Standard English by appropriately recognizing and printing all upper case and lower case letters of the alphabet.
- Use Standard English writing conventions by copying and appropriately spacing letters to form words and sentences.
- Demonstrate Standard English grammar by appropriately using frequently occurring nouns, verbs, and adjectives.
- Demonstrate Standard English grammar by using singular and plural nouns with matching verbs in basic sentences correctly (e.g., *He hops*; *We hop*).
- Demonstrate Standard English grammar by appropriately using personal, possessive, and indefinite pronouns (e.g., *I, me, my*; *they, them, their*; *anyone, everything*).
- Demonstrate Standard English grammar by appropriately using 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*).
- Demonstrate Standard English grammar by appropriately recognizing and using question words (interrogatives such as *who, what, where, when, why, how*).
- Demonstrate Standard English grammar by correctly using frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with, during, beyond, toward*).
- Demonstrate Standard English grammar by using frequently occurring conjunctions (e.g., *and, but, or, so, because*) and determiners (e.g., articles, demonstratives).
- Demonstrate Standard English grammar by producing and expanding complete simple and compound sentences (declarative, interrogative, imperative, and exclamatory).
- Demonstrate command of the conventions of Standard English capitalization by correctly capitalizing the first word in a sentence, the pronoun *I*, dates, and names of people.
- Demonstrate Standard English conventions for punctuation by identifying and using end punctuation for sentences.
- Demonstrate Standard English conventions for punctuation by using commas in dates and to separate single words in a series.
- Demonstrate Standard English conventions for punctuation by appropriately abbreviating common titles (e.g., Mr., Mrs., Ms.)
- Demonstrate Standard English spelling conventions by identifying and writing a letter or letters for most consonant and short-vowel sounds (phonemes).
- Demonstrate Standard English by spelling simple words phonetically, drawing on knowledge of sound-letter relationships, and using conventional spelling for

words with common spelling patterns and for frequently occurring irregular words.
- Identify and demonstrate application of Standard English by spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:
- Manipulatives such as alphabet cards (caps/non-caps), grammar boxes with word card sort and labeling according to part of speech function, verb tense and conjugation, and sentence analysis labels
- Diagram sentences
- Cloze/fill in blank from word box/letter box or student generated word(s) or letter(s) to fill in the blank
- Sentence scramble
- Process writing with/without scaffolding
- Self or peer edit/revision for Standard English usage and grammar

Other Evidence:
- Informal teacher observation
- Exit tickets
- Informal monitoring of group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- List questions to ask a visitor or character from a book
- Locate sentences in a given text and categorize by type such as from
  - *Sharks* by C. J. Naden
  - *Sam and Pat* Books 1 and 2—NGL/Cengage Publishers
  - *What's Next?* Books 1-4—New Readers Press
- Sentence scramble available from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1) and http://www.primaryresources.co.uk/english/english.htm
- Given an image prompt, generate relevant WH- questions ("Who is he?" "Where is he?" etc.)
- Journal
- Read and respond in writing samples from www.englishforeveryone.org

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- Manipulative grammar boxes for study of parts of speech functions with grammar symbols, color coding and TPR/command cards to acquire concept and function for parts of speech
- Manipulative sentence analysis materials for writing, dictating, and analyzing simple and compound sentences that are declarative, interrogative, imperative, and exclamatory (using materials such as adding paper, labels, pencil, and charts designed for purpose of sentence analysis)
- Manipulative verb packet materials to acquire concept of simple past, present, and future tenses as well as concept of subject/verb agreement in 3rd person singular simple present tense
- Manipulative sandpaper letters and sand trays to kinesthetically, visually, and aurally reinforce sound/letter correspondence
- Manipulate moveable alphabet cards to spell words according to appropriate lower or upper case conventions, spacing words appropriately as well as using phonetic patterns and irregular spellings
- Cloze exercises by letter/word/phase/clause omission
- Sentence stems
- WH- word cube (sensorial and kinesthetic prompt)
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*
  - *Phonics and Whole Words Activity Book 1*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as doing sorts with assistance/fewer choices initially or ideas from *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as completing simple cloze sentences with minimal word choice
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, Study Stack app, www.englishforeverone.org, www.learningchocolate.org, http://www.primaryresources.co.uk/english/english.htm
- Simplified or partially completed graphic organizers for sentence diagrams
- Sentence frames to complete with additional support
- Sort/classify tasks for parts of speech, parts of sentence, phonetics, and punctuation
- Peer teaching
- Change the frame of reference for learning concept/procedures with different objects/contexts

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Beginning ABE Literacy (Grade Levels 0 – 1.9)

List of Instructional Materials:
- Texts to locate sentence types
- Journals
- Manipulative language materials (see **Sample Classroom Activities** for materials by name)
- *Sam and Pat* Books 1 and 2—NGL/Cengage Publishers
- *What's Next?* Books 1-4—New Readers Press
- *Sharks* by C. J. Naden
- Haager, Diane et. al. (2007). *Interventions for Reading Success*: Brookes Publishing.
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*
  - *Phonics and Whole Words Activity Book 1*

List of Technology Resources:
- www.slideshare.net/schmeggo/four-types-of-sentences
- www.readwritethink.org
- www.englishforeveryone.org
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- www.learningchocolate.org
- http://www.primaryresources.co.uk/english/english.htm

VOCABULARY USAGE (VU)
1.W.VU.1 / 1.W.VU.2

Essential Understandings:
- Words are grouped into various categories.
- Some words have more than one meaning.
- Different words can have similar meanings.
- New words can be acquired from and used in written text.

Essential Questions:
- How can words be categorized?
- How can one word replace another to enhance or change the meaning?
- How are newly acquired words and phrases used in writing?

Students will be able to:
(What does mastery look like)
- With guidance and support, demonstrate word relationships by sorting common objects and words into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent and nuances in word meanings.

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- With guidance and support, identify and demonstrate word relationships for frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- With guidance and support, identify and demonstrate word relationships and nuances in meaning by defining 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).
- With guidance and support, identify and demonstrate real-life connections between words and their use (e.g., note places at school that are colorful).
- With guidance and support, distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- With guidance and support, 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.
- With guidance and support, identify and demonstrate nuances of word meanings by producing a personal dictionary that includes words and their multiple meanings (both personal and accepted/denotation as well as connotation).
- Apply words and phrases acquired through conversation, reading and listening, and responding to texts, including the use of frequently occurring conjunctions to signal relationships (e.g., *because*).

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:
- Manipulatives for categorizing words by semantic concepts or parts of speech and for matching
- Group work
- TPR/command cards
- cloze/fill in blank
- Collage or other graphic representations (such as continuum line chart to show intensity)

Other Evidence:
- Informal teacher observation of word choices in journals/other writing
- Informal teacher observation of student use of learned vocabulary in writing or speech
- Exit tickets
- Informal monitoring of group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal

- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Classification card sorting, either teacher-created or from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- Writing activities including completing a simple poem with parts of speech labeled from www.readwritethink.org
- Matching cards (picture to picture or picture to word cards with control of error cards), either teacher-made or from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- TPR/Command cards to kinesthetically show shades of meaning for verbs/adjectives
- Rate words on a continuum for intensity as a group and compare ratings with other groups
- Make an attribute chart/graphic using sentences, words or phrases, and/or illustrations
- Keep personal dictionaries
- Activities at www.vocabularya-z.com and www.learningchocolate.com
- Total Physical Response/Command cards for performing or illustrating verbs or adjectives to show nuances of meaning (*walk/march*; *small/big*; *big/enormous*)
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1 and 2*
  - *Phonics and Whole Words Activity Book 1*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as additional support with responsibility gradually being released to the student and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as decreasing number of choices to complete a fill-in-the-gap where choices are given
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, study stack app, www.starfall.com, www.spellingcity.com, www.readwritethink.org,
- Simplified or partially completed graphic organizers for vocabulary sorts and concept maps
- Sentence frames to complete with appropriate vocabulary choice
- Sort/classify tasks for semantic sets

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- Peer teaching such as completing activity where students match picture to sentence for multiple meaning-words from www.freelanguagestuff.files.wordpress.com
- Change the frame of reference for learning concept/procedures with different objects/contexts

List of Instructional Materials:
- Authentic materials (real world objects and images of objects/concepts)
- Picture cards/word cards/control of error controls
- Language Experience Approach student generated texts
- Manipulative moveable alphabet cards in several sets of two to three colors
- Charts and semantic organizers
- TPR/command cards for performing/illustrating nuances of meaning
- Card sorting materials for showing continuum of meanings
- Haager, Diane et. al. (2007). *Interventions for Reading Success*: Brookes Publishing.
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*
  - *Phonics and Whole Words Activity Book 1*

List of Technology Resources:
- www.eduplace.com/tales (similar to mad libs)
- http://grammar.yourdictionary.com/for-students-and-partents/words-with-multiple-meanings.html
- www.manythings.org (writing section to generate sentences and stories)
- www.starfall.com
- www.spellingcity.com
- www.readwritethink.org
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- www.vocabularya-z.com
- www.learningchocolate.com
- www.freelanguagestuff.files.wordpress.com
- http://itunes.apple.com/us/app/mad-libs/id326885152?mt=8 (mad libs)