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| **1st Grade Language – Planning Tool** | | | | | | | | | | | | | | | | | | | | | | | | |
| Collaborators: | | | | | | | | | | | | | Academic Year: | | | | | | | | | | | |
| *This planning tool can be used by collaborating teachers across a given school year or term to help insure full implementation of the Iowa Core Content Standards into their classroom instructional and assessment activities.* *Full implementation is accomplished when the district or school is able to provide evidence that an ongoing process is in place to ensure that each and every student is learning the standards and the essential concepts and skills of the Iowa Core. A school that has fully implemented the Iowa Core is engaged in an ongoing process of data gathering and analysis, decision making, identifying actions, and assessing the impact around alignment and professional development focused on content, instruction, and assessment. The school is fully engaged in a continuous improvement process that specifically targets improved student learning and performance.*  ***Effective implementation of the Iowa Core is not a simple checklist. Implementation requires that educators strategically and systematically address the knowledge and skills being taught, engage in collaboration around the use of effective instructional practices and materials and develop activities to elicit evidence of student learning that match the level of rigor called for in the standards.*** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Language Skill** | **Aug.** | | | **Sept.** | | | **Oct.** | | | **Nov.** | | **Dec.** | | | **Jan.** | | **Feb.** | | **Mar.** | | **Apr.** | | **May** | |
| **Conventions of Standard English** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.   **(L.1.1.)(DOK 1)** | | | | | | | | | | | | | | | | | | | | | | | | |
| * 1. **Print** all upper- and lowercase letters. | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** common, proper, and possessive nouns. | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** frequently occurring adjectives. | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** frequently occurring conjunctions (e.g., *and, but, or, so, because*). | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** determiners (e.g., *articles, demonstratives*). | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** frequently occurring prepositions (e.g., *during, beyond, toward*). | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| 1. **Produce** and **expand** complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| 1. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(L.1.2.)(DOK 1)** | | | | | | | | | | | | | | | | | | | | | | | | |
| * 1. **Capitalize** dates and names of people. | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** end punctuation for sentences. | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** commas in dates and to separate single words in a series. | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| 1. **Spell** untaught words phonetically, drawing on phonemic awareness and spelling conventions. | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| **Knowledge of Language** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. (Begins in grade 2) **(L.1.3.)** | | |  | | |  | | |  | |  | | |  | |  | |  | |  | |  | |  |
| **Vocabulary Acquisition and Use** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Determine** or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies. **(L.1.4.) (DOK 2)** | | | | | | | | | | | | | | | | | | | | | | | | |
| * 1. **Use** sentence-level context as a clue to the meaning of a word or phrase. | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Use** frequently occurring affixes as a clue to the meaning of a word. | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| 1. **Identify** frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). | |  | | |  | | |  | | |  | | |  | |  | |  | |  | |  | |  |
| 1. With guidance and support from adults, **demonstrate** understanding of word relationships and nuances in word meanings. **(L.1.5.)(DOK 2)** | | | | | | | | | | | | | | | | | | | | | | | | |
| * 1. **Sort** words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | | |  | | |  | | |  | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Define** words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). | | |  | | |  | | |  | |  | | |  | |  | |  | |  | |  | |  |
| * 1. **Identify** real-life connections between words and their use (e.g., note places at home that are *cozy*). | | |  | | |  | | |  | |  | | |  | |  | |  | |  | |  | |  |
| 1. **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. | | |  | | |  | | |  | |  | | |  | |  | |  | |  | |  | |  |
| 1. **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*). **(L.1.6.)(DOK 1,2)** | | |  | | |  | | |  | |  | | |  | |  | |  | |  | |  | |  |

**Language Arts Depth-Of-Knowledge Definitions - Writing**

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| ***Level 1 Recall of Information***  Level 1 requires the student to write or recite simple facts. This writing or recitation does **not** include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment or are asked to write simple sentences. Students are **expected** to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do **not** constitute all of Level 1 performance are: |

* Use punctuation marks correctly.
* Identify Standard English grammatical structures and refer to resources for correction.

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| ***Level 2 Basic Reasoning***  Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do **not** constitute all of Level 2 performance are: |

* Construct compound sentences.
* Use simple organizational strategies to structure written work.
* Write summaries that contain the main idea of the reading selection and pertinent details.

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| ***Level 3 Complex Reasoning***  Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do **not** constitute all of Level 3 performance are: |

* Support ideas with details and examples.
* Use voice appropriate to the purpose and audience.
* Edit writing to produce a logical progression of ideas.

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| ***Level 4 Extended Reasoning***  Higher-level thinking is central to Level 4. The standard at this level is a multi- paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does **not** constitute all of Level 4 performance is: |

* Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.