## First Grade Curriculum Alignment Guide
### Instructional Block 2: November 9, 2015 – February 26, 2016

<table>
<thead>
<tr>
<th>Standards</th>
<th>Instruction</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>Phonics:</strong></td>
<td></td>
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<tr>
<td>- CVG (ride) *</td>
<td>- Using verbs and verb phrases</td>
<td>- symbaloo.com/mix/K1skills</td>
</tr>
<tr>
<td>- Basic two-syllable words by chunking into syllables, or parts (picnic)</td>
<td>- Using noun and noun phrases</td>
<td>1. Visit the URL above</td>
</tr>
<tr>
<td>- Common endings (-ed)</td>
<td>- Modifying to add details</td>
<td>2. Click the login button</td>
</tr>
<tr>
<td>- Common vowel digraphs, or teams (ai)</td>
<td></td>
<td>3. Close sign in window or</td>
</tr>
<tr>
<td>- Read common high frequency irregular words</td>
<td></td>
<td>4. Start using webmix!</td>
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### Fluency
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (assessed) *mastery

### Essential Questions:
1. How can one explain the structure, properties, and interactions of matter?
2. How has the way we live changed over time and how has it stayed the same? What are some causes?
3. Across All Instructional Blocks: 1.3
4. W2, W6, L1a, L1b, L2a, L2b, L2c, L6, RI3, RI8, SL1a, SL1b

### DIBELS Next
- Progress Monitoring Recommendations
- Benchmark: As needed
- Strategic: Once every two weeks
- Intensive: Once a week

### Timeline
- **Initial CELDT**: Aug 18-May 20
- **DIBELS MOY**: Jan. 1-19
- **Math Assessment MoY**: Feb. 19
- **Informative Writing MoY**: Feb. 12
- **Report Card Due**: Mar. 4
- **Parent Conferences**: Mar. 7-11

### Instructional Block
<table>
<thead>
<tr>
<th>T</th>
<th>R</th>
<th>C</th>
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<tbody>
<tr>
<td><strong>Far Below Proficient</strong></td>
<td><strong>Below Proficient</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>(Intensive)</td>
<td>(Strategic)</td>
<td>(Benchmark)</td>
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<tr>
<td><strong>Fluency Goals</strong></td>
<td><strong>BOY</strong></td>
<td><strong>MOY</strong></td>
</tr>
<tr>
<td>15-28 WCPM</td>
<td>A and below</td>
<td>C and below</td>
</tr>
<tr>
<td>52 WCPM</td>
<td>B</td>
<td>D to E</td>
</tr>
<tr>
<td>82-111 WCPM</td>
<td>C to D</td>
<td>F to G</td>
</tr>
<tr>
<td>DORF EOY: 47 WCPM</td>
<td>75-100</td>
<td>175-200</td>
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### Standards
- **CA Science Standards**: PS 1.1
- **NGSS: Patterns, Cause and Effect**
- **Structure and Function**
- **Stability and Change**
- **Across All Instructional Blocks: 1.3**
- **Specific to Instructional Block 2: 1.4, 1.4.3**

### Other Activities
- **CA Science Standards**: SOLIDS and LIQUIDS, “Science Talks” - Elicitation Discussion, Consolidation Discussion, Data Discussion, and Explanation Discussion
- **Physical Science**: pearsonvideo.com/longago
- **Social Studies**: My Great Aunt Arizona (RAP)
- **Writing**: Eat Like a Bear (RAP)
- **Math**: One Hen (RAP)

### Resources
- **NOF**: First Grade Core Knowledge
- **NWF**: DIBELS Next
- **PSF**: DIBELS Next
- **PF**: DIBELS Next

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<tr>
<th><strong>Concepts</strong></th>
<th><strong>Units</strong></th>
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### Clues
- **Across All Instructional Blocks: 1.3**
- **Specific to Instructional Block 2: 1.4, 1.4.3**

### Example
- **How can one explain the structure, properties, and interactions of matter?**
  - Reading: Solids and Liquids student text
  - FOSS: SOLIDS and LIQUIDS, “Science Talks” - Elicitation Discussion, Consolidation Discussion, Data Discussion, and Explanation Discussion

### Questions
- **Across All Instructional Blocks: 1.3**
- **Specific to Instructional Block 2: 1.4, 1.4.3**

### Performance Tasks
- **Science Talks**
- **EOY**: DORF

### Language and Literacy
- **First Grade Core Knowledge**
- **CA Science Standards**: PS 1.1
- **NGSS: Patterns, Cause and Effect**
- **Structure and Function**
- **Stability and Change**

### Social Studies
- **Across All Instructional Blocks: 1.3**
- **Specific to Instructional Block 2: 1.4, 1.4.3**

### Writing
- **W2, W6, L1a, L1b, L2a, L2b, L2c, L6, RI3, RI8, SL1a, SL1b**
- **Informational**: Draw information from one or more audio-visual sources, discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written informative/explanatory text.