

**PHONEMIC AWARENESS**  
*Applied Learning Standard(s): A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Foundational Skills for Grade 1: (Phonological Awareness)</b></p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>2a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><b>R-1-9 Demonstrates phonemic awareness and applies phonological knowledge and skills by...</b></p> <p>R-1-9.1 Blending and segmenting syllables and onset-rimes (e.g., cup-cake)</p> <p>R-1-9.2 Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n) (Local)</p> <p>R-1-9.3 Isolating phonemes in single syllable words (e.g., Tell me the first sound in “mop;” tell me the last sound in “mop;” tell me the <u>middle sound</u> in “mop”) (Local)</p> <p>R-1-9.4 Deleting phonemes in one-syllable words (“what is “crust” without the ‘c’?”) (Local)</p> <p>R-1-9.5 <u>Producing pairs of rhyming words</u></p> <p>R-1-9.6 Counting syllables in 1 to 4-syllable words</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Use letter/sound activities- rhyming, matching, sounds, etc.</li> <li>Engage choral reading of rhyming Big Books and poems</li> <li>Use oral rhyming and letter-sound games</li> <li>Play songs that include letter-sound recognition and manipulation.</li> <li>Model and clap syllables</li> <li>Say words slowly to hear individual sounds</li> <li>Model and guide Interactive Writing</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA2</li> <li>DRA2 Word Analysis</li> <li>K-2 Writing Continuum</li> <li>Running Records</li> <li>Teacher Observations during Classroom Literacy Activities</li> <li>Formative Assessments</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Hear and manipulate the individual sounds in words (blending, segmenting, isolating, deleting)</li> <li>Hear if a vowel sound is long or short</li> <li>Clap syllables to hear word parts</li> <li>Identify, produce and use rhymes for decoding</li> </ul>	<p><u>Programs and Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li><i>Kid Writing</i> program</li> <li>Poems, Songs, Charts <i>Where the Sidewalk Ends</i> by Shel Silverstein</li> <li>Big Books, trade books: <i>Octopus Song</i> by Charlotte Diamond <i>Grandpa, Grandpa</i> by Joy Cowley <i>Greedy Gray Octopus</i> by Rigby Heinemann <i>Itsy Bitsy Spider</i> by Reading a-z <i>Five Little Monkeys</i> by CJ Fundamentals <i>Five Green &amp; Speckled Frog</i>, CJ Fundamentals</li> <li>Fountas and Pinnell phonics</li> <li>Word Family flip chart, Scholastic</li> <li><i>Phonics Sing Along</i> flip chart, Scholastic</li> <li>Curriculum-aligned computer games and websites</li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li>Fountas &amp; Pinnell’s <i>Sing a Song of Poetry</i></li> <li><i>Words Their Way</i> program, by Bear, Invernizzi, Templeton, and Johnston</li> </ul>

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## CONCEPTS OF PRINT

*Applied Learning Standard(s): A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Foundational Skills for Grade 1: (Print Concepts)</b></p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>Informational Text for Grade 1: (Craft and Structure)</b></p> <p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p><b>R–1–10 Demonstrates understanding of concepts of print during shared or individual reading by...</b></p> <p>R–1–10.4 <u>Identifying title, author, illustrator</u></p> <p>R–1–10.5 Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)</p> <p>R–1–10.6 Demonstrating 1-1 matching of words spoken to words in print</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Use interactive charts, poems and Big Books to highlight/recognize the difference between letters and words and the parts of words (beginning, middle, and end), punctuation, and one-to-one correspondence between spoken and written words</li> <li>Use spacer sticks or finger spaces when writing</li> <li>Model and display finger-pointing for emergent readers during guided reading</li> <li>Use multi-modality activities for letter naming and recognition</li> <li>Model and guide Interactive Writing</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA2</li> <li>DRA2 Word Analysis</li> <li>LASW (Looking at Student Work)</li> <li>K-2 Writing Continuum</li> <li>Running Records</li> <li>Teacher Observations during Classroom Literacy Activities</li> <li>Formative Assessments</li> <li>Conferencing</li> <li>Literacy Folders/Portfolios</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Show title, author and illustrator of book</li> <li>Notice and name question marks, exclamation marks, periods and quotation marks</li> <li>Notice a sentence begins with a capital letter</li> <li>Point to each word with one-to-one correspondence (space vs. word)</li> <li>Recognize and name all upper-and lowercase letters</li> </ul>	<p><u>Programs and Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li><i>Kid Writing</i> program</li> <li>Poems, Songs, Charts <i>Where the Sidewalk Ends</i> by Shel Silverstein</li> <li>Big Books, trade books: <i>Octopus Song</i> by Charlotte Diamond <i>Grandpa, Grandpa</i> by Joy Cowley <i>Greedy Gray Octopus</i> by Rigby Heinemann <i>Itsy Bitsy Spider</i> by Reading a-z <i>Five Little Monkeys</i> by CJ Fundamentals <i>Five Green &amp; Speckled Frogs</i> by CJ Fundamentals</li> <li>Guided reading books</li> <li>Word Family flip chart, Scholastic</li> <li><i>Phonics Sing Along</i> flip chart, Scholastic</li> <li>Curriculum-aligned computer games and websites</li> <li>Instructional resources such as word frames, highlighter tape and pointers</li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li><i>Guided Reading</i> by Fountas and Pinnell, 1996</li> </ul>

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**WORD IDENTIFICATION & DECODING**  
*Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Foundational Skills for Grade 1: (Phonics &amp; Word Recognition)</b>                      3. Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>3a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>3b. Decode regularly spelled one-syllable words.</p> <p>3c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>3e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>3f. Read words with inflectional endings.</p> <p>3g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>R-1-1 Applies word identification and decoding strategies (leading to automaticity) by ...</b></p> <p>R-1-1.1 <u>Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge</u>                      EXAMPLES (regularly spelled one and two syllable words): bat, kitten, classroom</p> <p>R-1-1.2 Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings – s, ed, ly, ing)</p> <p>R-1-1.3 Reading grade-level appropriate words (in connected text)</p> <p>R-1-1.4 <u>Reading grade-appropriate, high-frequency words (that include irregularly spelled words-said: contractions: I'm)</u></p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Use magnetic letters for making words</li> <li>Match and sort picture and sound pattern cards</li> <li>Display Word Walls for frequent sight word reference (first dictionaries)</li> <li>Model and apply <i>Kid Writing</i> “crowns” with word games/activities for memory clues in addressing high frequency words</li> <li>Identify high frequency and word-family words highlighted on poem and song charts</li> <li>Model and use linking words: “If I know “went”, I know “sent”.</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA2</li> <li>DRA2 Word Analysis</li> <li>K-2 Writing Continuum</li> <li>Fountas &amp; Pinnell’s Sight Word List</li> <li>LASW (Looking at Student Work)</li> <li>Running Records</li> <li>Teacher Observations during Classroom Literacy Activities</li> <li>Formative Assessments</li> <li>Conferencing</li> <li>Literacy Folders/Portfolios</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Read high frequency words, including names, contractions, environmental print, sight words(as appropriate to the child’s personal and classroom experiences)-leading to automaticity; approx. 100 words</li> <li>Produce words using word families</li> <li>Locate anchor words within texts</li> <li>Match sounds to letters and letter combinations</li> <li>See and hear similarities and differences in words, ex. cat/hat; dog/dig; has/had</li> <li>Associate long and short sounds with the five vowels</li> <li>Use letter-sound and letter-pattern knowledge to solve regularly spelled one- and two-syllable words (may have inflectional endings)</li> </ul>	<p><u>Programs and Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li><i>Kid Writing</i> program</li> <li><i>Words Their Way</i> workbook</li> <li>Poems, Songs, Charts</li> <li>Big Books, trade books</li> <li>Guided reading books</li> <li>Word Family flip chart, Scholastic</li> <li><i>Phonics Sing Along</i> flip chart, Scholastic</li> <li>Fountas and Pinnell <i>Phonics</i></li> <li>Curriculum-aligned computer games and websites</li> <li>Instructional resources such as word frames, highlighter tape and pointers</li> <li>K-2 Phonics Chart for letter sounds</li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li><i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li><i>Word Matters</i> by Fountas and Pinnell</li> <li><i>Words Their Way</i>, by Bear, Invernizzi, Templeton, and Johnston</li> </ul>

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**FLUENCY & ACCURACY**  
*Applied Learning Standard(s): A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Foundational Skills for Grade 1: (Fluency)</b></p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>4a. Read on-level (grade-level) text with purpose and understanding.</p> <p>4b. Read on-level (grade-level) text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>R–1–11 Reads grade-level appropriate material with...</b></p> <p>R–1–11.1 Accuracy: reading material appropriate for the end of grade 1 with at least 90-94% accuracy</p> <p>R–1–11.2 Fluency: reading previously - introduced or previously read grade-appropriate text with oral fluency rates of at least 50-80 words correct per minute</p> <p>R–1–11.3 Fluency: reading grade-appropriate text in a way that makes meaning clear, and demonstrates phrasing, expression, and attention to end punctuation.</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>• Read alouds (model)</li> <li>• Shared reading (scaffold instruction)</li> <li>• Guided reading (scaffold instruction)</li> <li>• Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>• Build background using picture walks to support accurate reading</li> <li>• Support application of cueing system</li> <li>• Tape student readings for self-monitoring</li> <li>• Read aloud- students hear how the flow of fluent reading sounds.</li> <li>• Model how to practice putting two and three word phrases together in their guided reading. Example: “mom and dad” or “she said”.</li> <li>• Model reading poems, big books and charts to provide opportunities to hear and see varied and appropriate pacing of reading; with a purpose of sounding like natural talking.</li> <li>• Participate in choral reading, Readers Theatre and partner-reading</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>• DRA2</li> <li>• DRA2 Word Analysis</li> <li>• K-2 Writing Continuum</li> <li>• LASW (Looking at Student Work)</li> <li>• Running Records</li> <li>• Teacher Observations during Classroom Literacy Activities</li> <li>• Formative Assessments</li> <li>• Conferencing</li> <li>• Literacy Folders/Portfolios</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• Use picture walks (book introductions) to support comprehension prior to reading</li> <li>• Self-correct using meaning, structure and visual information</li> <li>• Self-assess using CD/tape recordings for feedback on fluency</li> <li>• Imitate teacher or independently place a few words into phrases during guided reading</li> <li>• Listen and respond to books read aloud including books on tape/CD, joining in language activities that may be provided.</li> </ul>	<p><u>Programs and Materials:</u></p> <ul style="list-style-type: none"> <li>• Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li>• <i>Kid Writing</i> program</li> <li>• <i>Words Their Way</i> workbook</li> <li>• Poems, Songs, Charts</li> <li>• Big Books, trade books</li> <li>• Guided reading books</li> <li>• Word Families flip chart, <i>Scholastic</i></li> <li>• <i>Phonics Sing-Along</i> flip chart, <i>Scholastic</i></li> <li>• Curriculum-aligned computer games and websites</li> <li>• Instructional resources such as word frames, highlighter tape and pointers</li> <li>• K-2 Phonics Chart for letter sounds</li> <li>• Tape recorders</li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li>• <i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li>• <i>Word Matters</i> by Fountas and Pinnell</li> <li>• <i>Words Their Way</i>, by Bear, Invernizzi, Templeton, and Johnston</li> <li>• Fountas &amp; Pinnell’s <i>Sing a Song of Poetry</i></li> <li>• <i>The Fluent Reader</i>, Timothy Rasinski</li> </ul>

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## VOCABULARY

### *Applied Learning Standard(s): A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Literature for Grade 1: (Craft &amp; Structure)</b>                      4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>Informational Text for Grade 1: (Craft &amp; Structure)</b>                      4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>Language for Grade 1: (Vocab Acquisition &amp; Use)</b>                      4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.                      4a. Use sentence-level context as a clue to the meaning of a word or phrase.                      4b. Use frequently occurring affixes as a clue to the meaning of a word.                      4c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)                      5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.                      5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 5b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).                      5c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).                      5d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.                      6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because)</p>	<p><b>R–1–2 Students identify the meaning of unfamiliar vocabulary by...</b>                      R–1–2.1 Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions <u>during read-alouds or text reading</u>)</p> <p><b>R–1–3 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ...</b>                      R–1–3.1 Identifying synonyms and antonyms to connect new words to known words</p> <p>R–1–3.2 Selecting appropriate words to use in context</p> <p>R–1–3.3 <u>Describing words in terms of categories, (e.g., A mallard is a kind of duck.), functions (e.g., Scissors are used for cutting.), or features (e.g., A rectangle has four sides.)</u></p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Connect new words to known words (synonyms/antonyms)</li> <li>Identify words, word meanings, shades of meaning and word relationships using key attributes to connect to real-life experiences</li> <li>Use context clues from sentences, affixes, and root words to determine meaning of unknown words and phrases</li> <li>Guess and predict words, using tools such as <i>Guess the Covered Word</i>, Cunningham</li> <li>Share student writing to promote vocabulary growth through social interaction and peer experiences</li> <li>Discuss the meanings of words during book talks.</li> <li>Use words and phrases to connect ideas and signal simple relationships (e.g., because)</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA2</li> <li>DRA2 Word Analysis</li> <li>K-2 Writing Continuum</li> <li>LASW (Looking at Student Work)</li> <li>Running Records</li> <li>Teacher Observations during Classroom Literacy Activities</li> <li>Formative Assessments</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Use illustrations to support word meanings during reading</li> <li>Organize words into categories by more than one attribute, including multiple-meaning words and phrases</li> <li>Use context-clues from the sentence, word affixes and root words to determine meaning of unknown words and phrases</li> <li>Use common words that describe position in space and time</li> <li>Participate in games and activities to identify words that mean the same and are opposite in meaning</li> <li>Show interest in collecting words from stories and poems that are personally special because they appeal to feelings and senses</li> <li>Connect ideas and identify words and phrases that signal simple relationships</li> </ul>	<p><u>Programs and Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li><i>Kid Writing</i> program</li> <li><i>Making Meaning</i> program</li> <li><i>Words Their Way</i> workbook</li> <li>Poems, Songs, Charts</li> <li>Big Books</li> <li>Trade Books</li> <li>Guided reading books</li> <li>Word Family flip chart, Scholastic</li> <li><i>Phonics Sing-Along</i> flip chart, Scholastic</li> <li>Fountas &amp; Pinnell’s <i>Phonics</i></li> <li><i>Daily Language Review</i> by Evan-Moor</li> <li>Fountas &amp; Pinnell’s <i>Sing a Song of Poetry</i></li> <li>Curriculum-aligned computer games and websites</li> <li>Instructional resources such as word frames, highlighter tape and pointers</li> <li><i>Scholastic News</i></li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li><i>The Continuum of Literacy Learning Grades K-2</i>, Fountas &amp; Pinnell, 2007</li> <li><i>Guided Reading</i> by Fountas &amp; Pinnell, 1996</li> <li><i>Reading with Meaning</i>, Debbie Miller</li> <li><i>Mosaic of Thought</i>, Keene and Zimmerman</li> <li><i>Word Their Way</i> program by Bear, Invernizzi, Templeton, and Johnston</li> </ul>

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**LITERARY TEXTS-INITIAL UNDERSTANDING**  
*Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Integrated with Literary Text-Initial Understanding and Literacy Text- Analyze and Interpret Literature:</b></p> <p><b>Literature for Grade 1: (Key Ideas &amp; Details)</b>                      1. Ask and answer questions about key details in a text.                      3. Describe characters, settings, and major events in a story, using key details.</p> <p><b>Literature for Grade 1: (Craft &amp; Structure)</b>                      5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                      6. Identify who is telling the story at various points in a text</p> <p><b>Literature for Grade 1: (Integration of Knowledge &amp; Ideas)</b>                      7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>Literature for Grade 1: (Range of Reading &amp; Level of Text Complexity)</b>                      10. With prompting and support, read prose and poetry of appropriate complexity for grade 1</p>	<p><b>GLE: R-1-4 – Demonstrate an initial understanding of elements of literary texts (including text read aloud, reading independently, or in a guided manner)</b></p> <p>-R-1-4.1 Identifying characters or setting in a story</p> <p>-R-1-4.2a Responding to simple questions about a book’s content (Where did Sylvester go?)</p> <p>-R-1-4.2b Retelling the beginning, middle and end of a story</p> <p>-R-1-4.3 Generate questions before, during and after readings</p> <p>-R-1-4.4 Distinguishing between literary and informational texts</p> <p>-R-1-4.5 Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., “teeny-tiny”)</p> <p>Example: In <i>Brown Bear, Brown Bear</i>, what words are repeated in the story?</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Model how to produce a writing response to literature, comparing and contrasting characters, setting, and events using illustrations or words</li> <li>Use think-alouds with student practice for wondering, retelling, and predicting</li> <li>Reinforce concepts with student practice, partner work, and/or responding to stories through drawings, acting or crafts</li> <li>Prompt students to assist them with their retelling of stories, including beginning, middle and end, with details</li> <li>Activate student discussions and/or have conferences to allow students to question and review story content, poetry, and the author’s message.</li> <li>Explain differences between fiction and nonfiction books, including text features</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA2</li> <li>DRA2 Word Analysis</li> <li>K-2 Writing Continuum</li> <li>Running Records</li> <li>Teacher Observations during Classroom Literacy Activities</li> <li>Formative Assessments</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Use details and illustrations to help identify characters, settings and who is telling the story</li> <li>Ask and respond to questions about poetry and/or a book’s content that includes key details</li> <li>Retell a story in their own words including beginning, middle and ending using key details and events</li> <li>Generate questions before, during and after reading</li> <li>Identify fiction and nonfiction texts</li> <li>Recognize literary hooks (devices) as rhymes, repetitions, literary themes, bold or italicized print</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry</li> <li><i>Making Meaning</i> program</li> <li><i>Kid Writing</i> program</li> <li>Fountas &amp; Pinnell’s <i>Sing a Song of Poetry</i></li> <li>Graphic organizers</li> <li>Poems, Songs, Charts</li> <li>Big Books</li> <li>Trade Books</li> <li>Guided reading books</li> <li>Word Family flip chart, Scholastic</li> <li><i>Phonics Sing-Along</i> flip chart, Scholastic</li> <li>Curriculum-aligned computer games and websites</li> <li>Strategies: SQP3R; ACE; QAR</li> <li>Instructional resources such as word frames, highlighter tape and pointers</li> <li><i>Scholastic News</i></li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li><i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li><i>Reading with Meaning</i>, Debbie Miller</li> <li><i>Mosaic of Thought</i>, Keene and Zimmerman</li> <li><i>Teaching with Children’s Literature</i>, James Barton</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

**LITERARY TEXT-ANALYZE AND INTERPRET**  
*Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Interpreting Literature</b></p> <p><b>Literature for Grade 1: (Key Ideas &amp; Detail)</b>                      2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>Literature for Grade 1: (Integration of Knowledge &amp; Ideas)</b>                      9. Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>Literature for Grade 1: (Range of Reading &amp; Level of Text Complexity)</b>                      10. With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p><b>College and Career Readiness Anchor Standards for Reading: (Key Ideas and Details)</b>                      3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>College and Career Readiness Anchor Standards for Reading: (Craft and Structure)</b>                      5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p>	<p><b>GLE: R-1-5- Analyze and interpret elements of literary texts read aloud or read independently, citing evidence where appropriate by....</b></p> <p>-R-1-5.1 Making predictions about what might happen next, <u>and telling why the prediction was made</u></p> <p>-R-1-5.2 Identifying <u>physical characteristics, personality traits or possible motives</u> of main characters</p> <p>-R-1-5.3 Making basic inferences about the text                      EXAMPLE: Why did the wolf want to blow down each pig's house?</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Activate prior knowledge through questioning and discussions to make predictions</li> <li>Use anchor charts and/or graphic organizers to describe the characters, setting or events</li> <li>Model, teach and practice retelling stories to understand the author's message</li> <li>Provide opportunities for peers to discuss texts ("turn and talk")</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA2</li> <li>DRA2 Word Analysis</li> <li>K-2 Writing Continuum</li> <li>Running Records</li> <li>Teacher Observations during Classroom Literacy Activities</li> <li>Formative Assessments</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Participate in discussions about making predictions before and during reading</li> <li>Retell a story showing an awareness of the author's message or lesson</li> <li>Show, tell, or draw about a character, setting, and/or events in a story.</li> <li>Find similarities and differences between the characters in two different books and their experiences</li> <li>Make connections between books (text to text, text to self, text to world)</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry</li> <li><i>Kid Writing</i> program</li> <li><i>Making Meaning</i> program</li> <li>Poems, Songs, Charts</li> <li>Big Books</li> <li>Trade Books</li> <li>Guided reading books</li> <li>Curriculum-aligned computer games and websites</li> <li>Strategies:SQP3R; ACE; QAR</li> <li>Instructional resources such as word frames, highlighter tape and pointers</li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li><i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li><i>Reading with Meaning</i>, Debbie Miller</li> <li><i>Mosaic of Thought</i>, Keene and Zimmerman</li> <li><i>7 Keys to Comprehension</i>, Zimmerman</li> <li><i>Wondrous Words</i>, Katie Wood Ray</li> <li><i>Word Matters</i>, Pinnell and Fountas</li> <li><i>Teaching with Children's Literature</i>, James Barton</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

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**LITERARY TEXT-PERSONAL RESPONSE**  
*Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Informational Text for Grade 1:</b>                      (Integration of Knowledge and Ideas) 9.                      Identify basic similarities in and difference between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>Literature for Grade 1:</b>  <b>Literature: (Craft &amp; Structure)</b>                      4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types</p>	<p><b>GLE: R-1-16 – Literary texts: Generate a personal response to what is read aloud or read independently through a variety of means by....</b></p> <p>-R-1-16.1-Comparing stories or other texts to personal experience, prior knowledge or <u>to other texts</u></p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Demonstrate peer sharing to develop the understanding of the thinking and language needed to make connections</li> <li>Model text to self or text to text connections using visual supports (charts, graphic organizers, cues)</li> <li>Allow time in class for students to share personal connections to stories and to choose books that have stories with personal attachments.</li> <li>Demonstrate use of Venn diagram to compare and contrast texts on the same topic.</li> <li>Provide a selection of books to identify text features within fiction and nonfiction genres</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA2</li> <li>DRA2 Word Analysis</li> <li>K-2 Writing Continuum</li> <li>Running Records</li> <li>Teacher Observations during Classroom Literacy Activities</li> <li>Formative Assessments</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Make connections from story to personal experiences, prior knowledge and with other stories</li> <li>Find similarities and differences between two individuals, events, ideas, or pieces of information in a text</li> <li>Identify words from stories and poems that are personally special because they appeal to feelings and senses</li> <li>Explain differences between fiction and nonfiction, within different genres</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry</li> <li><i>Making Meaning</i> program</li> <li>Poems, Songs, Charts</li> <li>Big Books</li> <li>Trade Books</li> <li>Guided reading books</li> <li>Word family flip chart, Scholastic</li> <li><i>Phonics Sing-Along</i> flip chart, Scholastic</li> <li>Curriculum-aligned computer games and websites</li> <li>Instructional resources such as word frames, highlighter tape and pointers</li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li><i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li><i>Reading with Meaning</i>, Debbie Miller</li> <li><i>Mosaic of Thought</i>, Keene and Zimmerman</li> <li><i>7 Keys to Comprehension</i> by Zimmerman</li> <li><i>The Continuum of Literacy Learning Grades K-2</i>, Fountas &amp; Pinnell, 2007</li> <li><i>Teaching with Children's Literature</i>, James Barton</li> </ul>

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**INFORMATIONAL TEXT-INITIAL UNDERSTANDING**  
*Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Informational Text for Grade 1:</b>  <b>(Key Ideas &amp; Details)</b>                      1. Ask and answer questions about key details in a text                      2. Identify the main topic and retell key details of a text</p> <p><b>Informational Text for Grade 1:</b>  <b>(Craft &amp; Structure)</b>                      4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.                      5. Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.                      6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>Informational Text for Grade 1:</b>  <b>(Integration of Knowledge and Ideas)</b>                      7. Use the illustrations and details in a text to describe its key ideas.</p> <p><b>Informational Text for Grade 1:</b>  <b>(Range of Reading &amp; Level of Text Complexity)</b>                      10. With prompting and support, read prose and poetry of appropriate complexity for grade 1</p>	<p><b>GLE: R-1-7 – Demonstrate initial understanding of informational texts (expository and practical texts) by....</b></p> <p>-R-1-7.1 Obtaining information, using text features (e.g., title and illustrations)                      EXAMPLE: From the title, what do we think this book will tell us?</p> <p>-R-1-7.2 Using explicitly stated information to answer questions                      EXAMPLE: Where do penguins live?</p> <p>-R-1-7.4                      Generating questions <u>before, during and after reading</u></p> <p>-R-1-7.5                      Distinguishing between literary and informational texts</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>• Read alouds (model)</li> <li>• Shared reading (scaffold instruction)</li> <li>• Guided reading (scaffold instruction)</li> <li>• Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>• Model how to preview text features as a way of activating prior knowledge. (title, labels, illustrations, photos, captions, front cover)</li> <li>• Use books to build curious minds by questioning before, during and after reading to clarify understanding</li> <li>• Show how to respond to informational text; identifying facts and concepts learned. This can be shown as class charts, graphs or songs, poems, artwork, writing, or other expressions.</li> <li>• Activate student discussions and/or have conferences to allow students to question and review informational text content and poetry.</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>• DRA2</li> <li>• DRA2 Word Analysis</li> <li>• K-2 Writing Continuum</li> <li>• Running Records</li> <li>• Teacher Observations during Classroom Literacy Activities</li> <li>• Formative Assessments</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• Obtain information using text features such as title, illustrations, photos, captions, labels, indexes, glossary, table of contents</li> <li>• Use information stated from text to answer questions(cite examples)</li> <li>• Generate and answer questions about key details to clarify text understanding</li> <li>• Identify information provided by illustrations and information provided by words in text</li> <li>• Retell important parts of the text with details and identify the main topic</li> <li>• Ask and respond to questions about poetry and/or informational text</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>• Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li>• <i>Kid Writing</i> program</li> <li>• <i>Making Meaning</i> program</li> <li>• Poems, Songs, Charts</li> <li>• Nonfiction Big Books</li> <li>• Nonfiction Trade Books</li> <li>• Nonfiction Guided reading books</li> <li>• Curriculum-aligned computer games and websites</li> <li>• <a href="http://writingfix.com">http://writingfix.com</a></li> <li>• <a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> <li>• <a href="http://ncte.org">http://ncte.org</a></li> <li>• <a href="http://ira.com">http://ira.com</a></li> <li>• Instructional resources such as word frames, highlighter tape and pointers</li> <li>• <i>Scholastic News</i></li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li>• <i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li>• <i>Reading with Meaning</i>, Debbie Miller</li> <li>• <i>Mosaic of Thought</i>, Keene and Zimmerman</li> <li>• <i>7 Keys to Comprehension</i> Zimmerman</li> <li>• <i>Is That A Fact?</i> By Tony Stead</li> <li>• <i>Making It Real</i> By Linda Hoyt</li> </ul>

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**INFORMATIONAL TEXT-ANALYZE AND INTERPRET**  
*Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Integration of Knowledge and Ideas:</b></p> <p><b>Informational Text for Grade 1:</b>  <b>(Key Ideas and Details)</b>                      3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Informational Text for Grade 1:</b>  <b>(Integration of Knowledge and Ideas)</b>                      8. Identify the reasons an author gives to support points in a text</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)</p> <p><b>Literature and Informational Text for Grade 1:</b>  <b>(Range of Reading &amp; Level of Text Complexity)</b>                      10. With prompting and support, read prose and poetry of appropriate complexity for grade 1</p>	<p><b>GLE: R-1--8-</b>  <b>Analyze and interpret informational text read aloud or independently, citing evidence as appropriate by....</b></p> <p>-R-1-8.1 Telling what was learned EXAMPLE: What do penguins eat? Show me where you found that information.</p> <p>-R-1-8.2 Identifying the topic of the text or explaining the title. EXAMPLE: What is this about?</p> <p>-R-1-8.3 Making basic inferences or <u>drawing basic conclusions</u> EXAMPLE: From what we just read, why do you think firefighters wear special uniforms? Explain your reasons.</p> <p>-R-1-8.4 Identifying facts presented in text</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>• Read alouds (model)</li> <li>• Shared reading (scaffold instruction)</li> <li>• Guided reading (scaffold instruction)</li> <li>• Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate use of a Venn diagram to compare and contrast informational text with the same ideas, events, individuals or pieces of information</li> <li>• Use sticky notes or highlighting tape to show facts and supporting details in the informational text</li> <li>• Through graphic organizers, compare and contrast texts on the same topic.</li> <li>• Model /Practice making inferences and conclusions</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>• DRA2</li> <li>• DRA2 Word Analysis</li> <li>• K-2 Writing Continuum</li> <li>• Running Records</li> <li>• Teacher Observations during Classroom Literacy Activities</li> <li>• Formative Assessments</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• Find the connections between two individuals, events, ideas, or pieces of information in a text</li> <li>• Identify facts from the informational text and author’s supporting details by showing, telling or drawing something that was learned</li> <li>• Locate similarities and differences between two texts</li> <li>• Infer basic conclusions from the text</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>• Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li>• <i>Kid Writing</i> program</li> <li>• <i>Making Meaning</i> program</li> <li>• Poems, Songs, Charts</li> <li>• Nonfiction Big Books</li> <li>• Nonfiction Trade Books</li> <li>• Nonfiction Guided reading books</li> <li>• Curriculum-aligned computer games and websites</li> <li>• <a href="http://writingfix.com">http://writingfix.com</a></li> <li>• <a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> <li>• <a href="http://ncte.org">http://ncte.org</a></li> <li>• <a href="http://ira.com">http://ira.com</a></li> <li>• Instructional resources such as word frames, highlighter tape and pointers</li> <li>• <i>Scholastic News</i></li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li>• <i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li>• <i>Reading with Meaning</i>, Debbie Miller</li> <li>• <i>Mosaic of Thought</i>, Keene and Zimmerman</li> <li>• <i>7 Keys to Comprehension</i>, Zimmerman</li> <li>• <i>Is That A Fact?</i> By Tony Stead</li> <li>• <i>Making It Real</i> by Linda Hoyt</li> </ul>

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**MONITORING COMPREHENSION**  
*Applied Learning Standard(s): A4 (Organization)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Speaking and Listening for Grade 1: (Comprehension and Collaboration)</b>                      3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Local:</b> integrating speaking and listening with reading.</p> <p><b>Foundational Skills for Grade 1: (Fluency)</b>                      4. Read with sufficient accuracy and fluency to support comprehension.                      4a. Read on-level text with purpose and understanding.                      4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>GLE: R-1-12-</b>  <b>Demonstrates ability to monitor comprehension and strategy use for different types of texts by...</b></p> <p>-R-1-12.1 <u>Monitoring own reading for meaning and self-correcting when attempt to identify or predict words does not fit with cues provided by the print or the context (e.g., syntax/language structure, semantics/meaning, picture)</u></p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>• Read alouds (model)</li> <li>• Shared reading (scaffold instruction)</li> <li>• Guided reading (scaffold instruction)</li> <li>• Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>• Model choosing “just-right” books</li> <li>• Encourage students to stop and question reading when language or information does not sound right or make sense.</li> <li>• Use the cloze procedure for predicting words that make sense; model how to self-correct using language patterns and pictures</li> <li>• Explicitly teach the students how to use meaning, structure, and visual cues to clarify and understand the text</li> <li>• Ask questions and have purposeful discussions to decipher student understanding</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>• DRA2</li> <li>• Running Records</li> <li>• Teacher Observations during Classroom Literacy Activities</li> <li>• Formative Assessments</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• Self-select materials aligned with ability and personal interests</li> <li>• Monitor comprehension by noticing when sentences fail to make sense during a read aloud or independent reading</li> <li>• Use pictures, syntax, language patterns and/or context clues to predict words and self-correct</li> <li>• Seek clarification of written information that is not understood</li> <li>• Answer questions regarding grade-level text with purpose and understanding</li> <li>• Read fluently with 95% accuracy; rereading as necessary for understanding</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>• Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li>• <i>Making Meaning</i> program</li> <li>• Poems, Songs, Charts</li> <li>• Big Books</li> <li>• Trade Books</li> <li>• Guided reading books</li> <li>• Curriculum-aligned computer games and websites</li> <li>• <a href="http://www.ncte.org">www.ncte.org</a></li> <li>• <a href="http://www.ira.com">www.ira.com</a></li> <li>• <a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> <li>• Strategies: ACE, QAR, SQP3R</li> <li>• Instructional resources such as word frames, highlighter tape and pointers</li> </ul> <p><u>Professional Resources</u></p> <ul style="list-style-type: none"> <li>• <i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li>• <i>Reading with Meaning</i>, Debbie Miller</li> <li>• <i>Mosaic of Thought</i>, Keene and Zimmerman</li> <li>• <i>7 Keys to Comprehension</i>, Zimmerman</li> <li>• <i>Teaching with Children’s Literature</i>, James Barton</li> </ul>

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**COMPREHENSION STRATEGIES**  
*Applied Learning Standard(s): A4 (Organization)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Integrated in Literary and Informational Texts Pages.</p> <p><b>College and Career Readiness Anchor Standards for Reading: (Key Ideas and Details)</b>                      1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>Speaking and Listening for Grade 1: (Comprehension and Collaboration)</b>                      2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                      3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>Speaking and Listening for Grade 1: (Presentation of Knowledge and Ideas)</b>                      5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>GLE: R-1--13- Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text</b></p> <p>EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, text to world)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>• Read alouds (model)</li> <li>• Shared reading (scaffold instruction)</li> <li>• Guided reading (scaffold instruction)</li> <li>• Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>• Model choosing “just-right” books</li> <li>• Discuss and provide background knowledge from various sources, (including the students), about a book topic before reading aloud</li> <li>• Model (ex. teacher think-alouds), guide and provide practice (ex. “turn-and-talk”) with how to make predictions from background knowledge and text features</li> <li>• Model, guide and practice how to retell, visualize, make connections and question (wonder)</li> <li>• Demonstrate how to find evidence in grade-level text to support a purposeful answer with understanding</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>• DRA2</li> <li>• Running Records</li> <li>• Teacher Observations during Classroom Literacy Activities</li> <li>• Formative Assessments</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• Self-select materials aligned with ability and personal interests</li> <li>• Use prior knowledge (schema) to make predictions and inferences about a book before reading</li> <li>• Use schema and sensory imagery from the book to “make a picture in the mind” or produce a drawing to illustrate this visualization</li> <li>• Share text connections (text to self, text to text, text to world).</li> <li>• Use “I wonder…” language during reading and ask questions to clarify information that is not understood (questioning)</li> <li>• Answer questions regarding grade-level text with purpose and understanding</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>• Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li>• <i>Making Meaning</i> program</li> <li>• Poems, Songs, Charts</li> <li>• Big Books</li> <li>• Trade Books</li> <li>• Guided reading books</li> <li>• Curriculum-aligned computer games and websites</li> <li>• Strategies: ACE; QAR; SQP3R; Coding Information</li> <li>• Instructional resources such as word frames, highlighter tape and pointers</li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li>• <i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li>• <i>Reading with Meaning</i>, Debbie Miller</li> <li>• <i>Mosaic of Thought</i>, Keene and Zimmerman</li> <li>• <i>7 Keys to Comprehension</i>, Zimmerman</li> <li>• <i>Teaching with Children’s Literature</i>, James Barton</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

**READING WIDELY & EXTENSIVELY**  
*Applied Learning Standard(s): A4 (Organization)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Integrated in Literary and Informational Texts Pages.</p> <p><b>College and Career Readiness Anchor Standards for Reading: (Range of Reading &amp; Level of Text Complexity)</b>                      10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>Literature for Grade 1: (Craft &amp; Structure)</b>                      5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p><b>GLE: R-1-14-</b>  <b>Demonstrates the habit of reading widely and extensively by....</b></p> <p>-R-1-14.1 Reading with frequency, including in-school, out-of-school, and summer reading</p> <p>-R-1-14.2 Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>• Read alouds (model)</li> <li>• Shared reading (scaffold instruction)</li> <li>• Guided reading (scaffold instruction)</li> <li>• Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>• Model choosing “just-right” books</li> <li>• Provide opportunities for students to read grade-level literary and informational texts independently with understanding</li> <li>• Explicitly teach text features and provide a selection of fiction and nonfiction genres/books</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>• DRA2</li> <li>• Running Records</li> <li>• Teacher Observations during Classroom Literacy Activities</li> <li>• Formative Assessments</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• Self-select materials aligned with ability and personal interests</li> <li>• Read independently and comprehend grade-level literary and informational text</li> <li>• Describe the differences between fiction and non-fiction books within different genres</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>• Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li>• <i>Making Meaning</i> program</li> <li>• Poems, Songs, Charts</li> <li>• Big Books</li> <li>• Trade Books</li> <li>• Guided reading books</li> <li>• Curriculum-aligned computer games and websites</li> <li>• Instructional resources such as word frames, highlighter tape and pointers</li> <li>• <a href="http://www.ncte.org">www.ncte.org</a></li> <li>• <a href="http://www.ira.com">www.ira.com</a></li> <li>• <a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> <li>• Strategies: ACE; QAR; SQP3R; Coding Information</li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li>• <i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li>• <i>Reading with Meaning</i>, Debbie Miller</li> <li>• <i>Mosaic of Thought</i>, Keene and Zimmerman</li> <li>• <i>7 Keys to Comprehension</i>, Zimmerman</li> <li>• <i>Teaching with Children’s Literature</i>, James Barton</li> </ul>

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2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

## LITERATE COMMUNITY

### *Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Speaking and Listening for Grade 1: (Comprehension and Collaboration)</b></p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><b>GLE: R-1-17- Demonstrates participation in a literate community by....</b></p> <p>-R-1-17.1 Self-selecting reading materials aligned with reading ability and personal interests</p> <p>-R-1-17.2 Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Model choosing "just-right" books</li> <li>Provide a wide variety of genres within classroom and school libraries that reflects students' personal interests and abilities</li> <li>Motivate student interests in various genres by reading aloud books on multiple topics</li> <li>Share and celebrate peers' favorite books and students' writing, ask questions for clarity</li> <li>Share favorite books and poems with families and other classes</li> <li>Create classroom rules together for listening and speaking during book discussions and post</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA2</li> <li>Running Records</li> <li>Teacher Observations during Classroom Literacy Activities</li> <li>Formative Assessments</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Self-select materials aligned with ability and personal interests</li> <li>Participate in discussions about books, ideas and students' "writing", asking questions for clarity</li> <li>Follow agreed-upon rules for listening and speaking during book discussions and builds on others' responses and comments</li> <li>Share/recommend books to others</li> <li>Show interest in books that are promoted in classroom and library or by peers</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts <i>Making Meaning</i> program</li> <li>Poems, Songs, Charts</li> <li>Big Books</li> <li>Trade Books</li> <li>Guided reading books</li> <li>Curriculum-aligned computer games and websites</li> <li>Instructional resources such as word frames, highlighter tape and pointers</li> <li><a href="http://www.ncte.org">www.ncte.org</a></li> <li><a href="http://www.ira.com">www.ira.com</a></li> <li><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> <li>Strategies: ACE; QAR; SQP3R; Coding Information</li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li><i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li><i>Reading with Meaning</i>, Debbie Miller</li> <li><i>Mosaic of Thought</i>, Keene and Zimmerman</li> <li><i>7 Keys to Comprehension</i>, Zimmerman</li> <li><i>Wondrous Words</i>, Katie Wood Ray</li> <li><i>Word Matters</i>, Pinnell and Fountas</li> <li><i>The Fluent Reader</i>, Timothy Rasinski</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

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4<sup>th</sup> qtr: