

**At the first level, students will continue to engage in a variety of oral language activities to develop their understanding of language and to enhance their ability to communicate effectively. They will continue to build vocabulary as they participate in listening and speaking activities in the classroom. They will also begin to use their oral language skills to gain and explain information. In addition, students will continue to develop the higher-level phonemic awareness skills of segmentation, deletion, and substitution.**

**1.1 The student will continue to demonstrate growth in the use of oral language.**

- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
- b) Tell and retell stories and events in logical order (summarize, sequence).
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
- d) Participate in creative dramatics.
- e) Express ideas orally in complete sentences.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• oral language and vocabulary by listening to and discussing a variety of texts :                             <ul style="list-style-type: none"> <li>○ English</li> <li>○ History and Social Science</li> <li>○ Science</li> <li>○ Mathematics</li> </ul> </li> <li>• electronic media</li> <li>• oral language activities</li> <li>• complete sentences</li> <li>• telling or retelling of stories and events in logical order</li> </ul>	<ul style="list-style-type: none"> <li>• understand that oral language is used to communicate a variety of ideas for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• produce complete sentences orally when appropriate to task and situation</li> <li>• participate in a variety of oral language activities, such as:                             <ul style="list-style-type: none"> <li>○ listening to stories and poems read aloud daily</li> <li>○ participating in discussions about stories and poems</li> <li>○ talking about words and their meanings as they are encountered in</li> <li>○ stories, poems, and conversations</li> <li>○ giving reactions to stories and poems</li> <li>○ asking and answering questions about what is said in order to gather additional information or clarify something not understood</li> <li>○ verbally express ideas and feelings;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• interactive writing (share the pen with the student)</li> <li>• shared reading (choral reading of a shared text)                             <ul style="list-style-type: none"> <li>○ Books online</li> <li>○ Books on CD</li> <li>○ Big books and charts</li> </ul> </li> <li>• discussion before, during and after reading</li> <li>• reciprocal teaching strategies (shared discussion of predictions, clarifications, questions, and summaries)</li> <li>• retelling strategies such as                             <ul style="list-style-type: none"> <li>○ use of story maps</li> <li>○ sequencing charts</li> </ul> </li> <li>• model “Think Alouds”</li> <li>• picture Walks</li> <li>• reader’s theaters</li> <li>• Interactive Read Alouds</li> </ul>

		<ul style="list-style-type: none"> <li>○ describe people, places, things, and events with details</li> <li>● tell and retell stories and events in logical order by: <ul style="list-style-type: none"> <li>○ retelling stories orally and through informal drama (summarizing)</li> <li>○ dictating retelling of stories</li> <li>○ indicating first, next, and last events in a story</li> <li>○ creating their own stories, poems, plays, and songs</li> </ul> </li> <li>● participate in daily oral language activities (e.g., choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns)</li> <li>● participate in creative dramatics, (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking</li> <li>● speak to one another, and listen to each other at appropriate times during lesson</li> </ul>	<ul style="list-style-type: none"> <li>● cooperative oral engagement between students <ul style="list-style-type: none"> <li>○ turn and talk</li> <li>○ shoulder buddy</li> <li>○ eekk (elbow to elbow [or eye to eye] , knee to knee)</li> </ul> </li> <li>● author's chair</li> </ul> <p><b>Benchmark Literacy Resources</b></p> <p><a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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**1.2 The student will expand understanding and use of word meanings.**

- a) Increase listening and speaking vocabularies.
- b) Begin to ask for clarification and explanation of words and ideas (questioning).
- c) Use common singular and plural nouns.
- d) Use vocabulary from other content areas.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• listening and speaking vocabularies</li> <li>• vocabulary from other content areas</li> </ul>	<ul style="list-style-type: none"> <li>• understand that specific word choice makes communication clearer</li> <li>• understand that nouns can have quantifiable attributes (singular or plural)</li> </ul>	<ul style="list-style-type: none"> <li>• learn and use new words encountered in discussions and in books that the teacher reads aloud</li> <li>• participate in listening and speaking activities</li> <li>• ask for meanings and clarification of unfamiliar words and ideas</li> <li>• use common singular and plural nouns with matching verbs in basic sentences (e.g. <i>She walks., We walk</i>)</li> <li>• use common irregular plural forms, such as <i>man/men, child/children, and mouse/mice</i></li> <li>• use common pronouns (e.g. I, me, mine, they, them, theirs, anyone, everything)</li> <li>• use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly</li> <li>• use vocabulary from other content areas</li> </ul>	<ul style="list-style-type: none"> <li>• explicit teaching of vocabulary (Marzano)                             <ul style="list-style-type: none"> <li>○ teach vocabulary word</li> <li>○ children explain vocabulary word in their own words</li> <li>○ kinesthetic exploration of vocabulary word (pictures, act out word)</li> <li>○ periodically review word</li> </ul> </li> <li>• vocabulary journals</li> <li>• picture/word matching</li> <li>• word walls and content word walls</li> <li>• personal word walls</li> <li>• personal dictionaries</li> <li>• creating/reading class books</li> <li>• listening work station</li> <li>• morning message</li> <li>• show and tell with questioning encouraged</li> <li>• word ladders</li> <li>• picture walk discussion</li> <li>• picture/word sorting for concepts</li> <li>• simple prefixes, suffixes and roots</li> </ul>

			<ul style="list-style-type: none"><li>• emphasize relationships between words in content areas</li><li>• repeated readings of read-aloud text</li><li>• interactive read-alouds</li></ul> <p><b>Benchmark Literacy Resources</b></p> <p><a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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**1.3 The student will adapt or change oral language to fit the situation.**

- a) Initiate conversation with peers and adults.
- b) Follow rules for conversation using appropriate voice level in small-group settings.
- c) Ask and respond to questions.
- d) Follow simple two-step oral directions.
- e) Give simple two-step oral directions.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• questioning techniques</li> </ul>	<ul style="list-style-type: none"> <li>• understand that the setting influences the rules for communication</li> <li>• understand that information can be gained by asking and answering relevant questions about a specific topic</li> </ul>	<ul style="list-style-type: none"> <li>• initiate conversation in a variety of school settings</li> <li>• participate in a range of collaborative discussions building on others’ ideas and clearly expressing their own (e.g. partner, small-group, teacher led)</li> <li>• ask and respond to questions to check for understanding of information presented (e.g. stay on topic, link remarks to those of others)</li> <li>• sustain two-person conversation through multiple exchanges</li> <li>• use voice level and intonation appropriate for small-group settings</li> <li>• follow rules for conversation, including listening and taking turns</li> <li>• ask and respond to relevant questions in partner, group, and teacher-led settings</li> <li>• follow simple two-step oral directions</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in cooperative groups and paired activities with specific tasks for each child                             <ul style="list-style-type: none"> <li>○ literature circles</li> <li>○ think-pair share</li> <li>○ reader’s theatre</li> </ul> </li> <li>• use literature circles, guided reading, work stations, and reading games to encourage students to ask and respond to questions</li> <li>• shared and interactive writing for different situations and purposes</li> <li>• games such as:                             <ul style="list-style-type: none"> <li>○ Simon Says</li> <li>○ 20 questions (teacher or student puts an object in a bag and the students as “yes” or “no” questions to guess</li> <li>○ All Boys Town Rules</li> </ul> </li> <li>• morning message</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

		<ul style="list-style-type: none"><li>• give simple two-step directions</li><li>• use words of time and position, including <i>first, second, next, on, under, beside,</i> and <i>over,</i> to give directions orally</li><li>• use action words (verbs), including, but not limited to, <i>mark, circle, color,</i> and <i>draw,</i> to give directions orally</li></ul>	
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**1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

- a) Create rhyming words.
- b) Count phonemes (sounds) in one-syllable words.
- c) Blend sounds to make one-syllable words.
- d) Segment one-syllable words into individual speech sounds (phonemes).
- e) Add or delete phonemes (sounds) to make new words.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• phonological awareness</li> <li>• phonemes</li> <li>• syllables</li> <li>• onsets</li> <li>• rimes</li> <li>• minimal pairs</li> </ul>	<ul style="list-style-type: none"> <li>• understand that spoken words are made up of units of speech sounds within words, which can be manipulated to make new words</li> </ul>	<ul style="list-style-type: none"> <li>• identify, isolate, produce, and manipulate various units of speech sounds within words (e.g., syllables, onsets, rimes, and phonemes)</li> <li>• orally produce words that rhyme with an audible guide word</li> <li>• count phonemes in one-syllable words</li> <li>• blend separately spoken phonemes to make one syllables into words</li> <li>• segment words by producing each phoneme</li> <li>• add, delete, or change phonemes orally to change syllables or words</li> <li>• identify determine whether the middle medial vowel sound is the same or different in a set of one-syllable words</li> <li>• sort picture cards by beginning, medial, and ending phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• PALS Concept of Word (C.O.W.) lesson plan (see <a href="http://pals.virginia.edu">http://pals.virginia.edu</a>; emergent electronic lesson plan and C.O.W. teacher resources)</li> <li>• blend, segment and isolate words/phonemes through use of                         <ul style="list-style-type: none"> <li>○ songs, poems, charts</li> <li>○ pictures and word sorts</li> <li>○ magnetic letter manipulation</li> <li>○ (examples: <u>Words Their Way</u>, <u>Making Words</u> and <u>Word Matters</u>)</li> </ul> </li> <li>• syllabication and segmenting                         <ul style="list-style-type: none"> <li>○ use a variety of movement strategies, such as clapping hands, tapping on the desk, standing and sitting, and raising a finger</li> </ul> </li> <li>• use of Elkonin boxes</li> <li>• use of decodable books</li> <li>• rhyming words and word family experiences                         <ul style="list-style-type: none"> <li>○ Rhyming games and chants</li> <li>○ Rhyming sliders or wheels</li> </ul> </li> <li>• “Which Doesn’t Belong” game (See 1<sup>st</sup> grade Enhanced Scope and Sequence;</li> </ul>

		<ul style="list-style-type: none"> <li>• delete a phoneme from an orally presented word to make a new word (e.g. rice/ice, beach/bee, weight/weigh, couch/cow)</li> <li>• add a phoneme from an orally presented word or rime to make a new word (e.g. pie/pipe, four/fork, cab/crab, ot/lot, ap/map)</li> <li>• change phonemes orally to make new words (e.g. rug/jug, bunch/lunch, card/cart, sat/sit)</li> </ul>	<p><a href="http://www.vdoe.com">www.vdoe.com</a>)</p> <ul style="list-style-type: none"> <li>• generate words that rhyme with a teacher-given word</li> <li>• add, delete, or change phonemes orally to change syllables or words</li> </ul> <p><b>Benchmark Literacy Resources</b></p> <p><a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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At the first-grade level, students will continue to be immersed in a print-rich environment. Having developed a concept of word and letter-sound correspondence, students will now concentrate on learning and integrating basic phonetic principles, decoding words in isolation, using meaning clues, and employing language and sentence structure to read and substantially increase their sight-word vocabulary. By the end of the first grade, they should have a reading vocabulary of 300 to 500 sight words and be able to decode single-syllable words. These concepts and skills will be learned through systematic explicit direct instruction, individual and small-group activities, and time spent exploring and reading books and other print material. Through reading decodable books, students will build fluency and automaticity in using their knowledge of phonetic principles and print to read. Reading and listening to both fiction and nonfiction texts will give students opportunities to respond to readings in group discussions and through writing and drawing. Through reading and rereading, the students will build fluency and vocabulary and will become independent readers. Students will learn to use their knowledge of alphabetical order by first letter to find the meanings of unfamiliar words in picture and simple word dictionaries.

**1.5 The student will apply knowledge of how print is organized and read.**

- a) Read from left to right and from top to bottom.
- b) Match spoken words with print.
- c) Identify letters, words, sentences, and ending punctuation.
- d) Read his/her own writing.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• directionality of text</li> <li>• match the spoken word to the print</li> <li>• concept of word</li> </ul>	<ul style="list-style-type: none"> <li>• understand that written text consists of letters, words, and sentences</li> <li>• understand that oral language can be written and read</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate concepts of word by tracking print from left to right and top to bottom, following print from one line to the next line (return sweep), and matching spoken words to print</li> <li>• identify letters, words, sentences, and ending punctuation (i.e., periods, question and quotation marks, and exclamation points)</li> <li>• differentiate between letters and words by recognizing spaces between words in sentences and recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point</li> <li>• read their own writing</li> </ul>	<ul style="list-style-type: none"> <li>• PALS Concept Of Word (COW) lesson plan (see <a href="http://pals.virginia.edu">http://pals.virginia.edu</a>; emergent electronic lesson plan)</li> <li>• language experience activities                             <ul style="list-style-type: none"> <li>○ choral reading</li> <li>○ shared reading</li> <li>○ reading aloud</li> <li>○ interactive writing</li> </ul> </li> <li>• using “pointers” for one-to-one correspondence.</li> <li>• framing text features with fingers, Wikki Stix, highlighter tape, etc.</li> <li>• interactive writing</li> <li>• author’s chair</li> </ul>

			<ul style="list-style-type: none"><li>• revision process in writer's workshop or at writer's work station</li><li>• create and read class books</li><li>• locate and discuss the use of capital letters, periods, question marks, exclamation points, speech bubbles, and quotation marks in big books and in other texts</li><li>• cut up written sentences for students to reassemble</li></ul> <p><b>Benchmark Literacy Resources</b></p> <p><a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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**1.6 The student will apply phonetic principles to read and spell.**

- a) Use beginning and ending consonants to decode and spell single-syllable words.
- b) Use two-letter consonant blends to decode and spell single-syllable words.
- c) Use beginning consonant digraphs to decode and spell single-syllable words.
- d) Use short vowel sounds to decode and spell single-syllable words.
- e) Blend beginning, middle, and ending sounds to recognize and read words.
- f) Use word patterns to decode unfamiliar words.
- g) Read and spell simple two-syllable compound words.
- h) Read and spell commonly used sight words.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• phonetic principles</li> <li>• blend</li> <li>• segment</li> <li>• word patterns</li> <li>• automatically recognizing commonly used sight words</li> </ul>	<ul style="list-style-type: none"> <li>• understand that knowledge of phonetic principles can be applied to read and spell words</li> </ul>	<ul style="list-style-type: none"> <li>• apply knowledge of letter sounds in single-syllable words by:                             <ul style="list-style-type: none"> <li>○ recognizing beginning, medial and ending phonemes;</li> <li>○ segmenting the phonemes in a word into their complete sequence of individual phonemes (e.g., top: /t/-/o/-/p/, jump: /j/-/u/-/m/-/p/); and</li> <li>○ blending phonemes to decode or spell a word</li> </ul> </li> <li>• accurately decode unknown unfamiliar, orthographically regular, single syllable words and nonsense words (e.g., <i>sit</i>, <i>zot</i>), using letter-sound mappings to sound them out.</li> </ul>	<ul style="list-style-type: none"> <li>• PALS Concept Of Word (C.O.W.) lesson plan (see Pals.virginia.edu ; emergent electronic lesson plan and C.O.W. teacher resources)</li> <li>• <u>Word Journeys</u> (Kathy Ganske)</li> <li>• <u>Words Their Way</u> by Marcia Invernizzi et al.)</li> <li>• <u>Making Word</u> activities (Cunningham and Hall)</li> <li>• <u>Word Matters</u> (Fountas and Pinnell)</li> <li>• interactive writing</li> <li>• decodable text</li> <li>• word hunts</li> <li>• provide or create independent level reading material</li> <li>• develop letter-sound correspondence to automaticity</li> <li>• generate lists of words for individual sounds and spelling patterns</li> <li>• sort picture cards by their common beginning, middle, and ending sounds, including words with consonant blends and digraphs</li> <li>• highlight word patterns beginning or ending consonants, and blends in words</li> </ul>

		<ul style="list-style-type: none"> <li>• apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns, (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends, (e.g., the <i>l</i> and <i>r</i> blends; and digraphs, including <i>ch</i>, <i>sh</i>, <i>th</i>, and <i>wh</i>)</li> <li>• use the consonant-vowel patterns CVC (e.g., pin), VC (e.g., in), and CVCC (e.g., wind), to decode and spell single-syllable words</li> <li>• use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words</li> <li>• use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables</li> <li>• read and spell simple two-syllable compound words</li> <li>• read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables</li> <li>• read and spell commonly used sight words</li> </ul>	<ul style="list-style-type: none"> <li>• sort words by a common phonetic element or vowel pattern</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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**1.7 The student will use semantic clues and syntax to expand vocabulary when reading.**

- a) Use words, phrases, and sentences.
- b) Use titles and pictures.
- c) Use information in the story to read words.
- d) Use knowledge of sentence structure.
- e) Use knowledge of story structure.
- f) Reread and self-correct.

<b>Terms and Concepts</b>	<b>Understandings</b>	<b>Applications</b>	<b>Resources and Engagements</b>
<ul style="list-style-type: none"> <li>• semantic clues and syntax</li> <li>• subject and predicate</li> <li>• prosody</li> </ul>	<ul style="list-style-type: none"> <li>• understand that they will use a variety of strategies to read unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>• expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., <i>look, looks, looked, looking</i>)</li> <li>• use sentence-level context as a clue to the meaning of words and phrases</li> <li>• use titles and pictures to make predictions about text</li> <li>• use pictures and/or rereading to confirm vocabulary choice</li> <li>• use information in the story to make predictions about vocabulary and text</li> <li>• notice when words or sentences do not make sense in context</li> <li>• use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud (prosody)</li> </ul>	<ul style="list-style-type: none"> <li>• model previewing, predicting, and setting a purpose during teacher Read-Alouds</li> <li>• use before-reading strategies, such as concept webs, KWL charts, and sharing personal experiences</li> <li>• provide time for independent reading</li> <li>• model Think-Aloud comprehension strategies during teacher Read-Alouds</li> <li>• have students create flip books that show the beginning, middle, and end of a story</li> <li>• have students share story information after independent reading</li> <li>• model “clarify” of words, word meanings and confusing ideas</li> <li>• students use sticky notes to mark confusing words, meanings or ideas</li> <li>• word building with inflectional endings and have students use words in sentences</li> <li>• scavenger hunts through informational texts (example, find a graphic, a caption)</li> <li>• create a movement for each of the punctuations. Act out a poem or short story using body movements</li> </ul>

		<ul style="list-style-type: none"> <li>• use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their comprehension</li> <li>• use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension</li> <li>• reread and self-correct when text does not make sense</li> </ul>	<ul style="list-style-type: none"> <li>• model how to monitor for meaning, structure, and visual information in a story during read aloud or shared reading <ul style="list-style-type: none"> <li>○ ask “does it look right?, does it sound right?, and does it make sense?”</li> </ul> </li> <li>• Cloze procedure, aurally and in text, filling in rhyme</li> <li>• Cloze procedure, aurally and in text, filling in predictable words</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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**1.8 The student will expand vocabulary.**

- a) Discuss meanings of words in context.
- b) Develop vocabulary by listening to and reading a variety of texts.
- c) Ask for the meaning of unknown words and make connections to familiar words.
- d) Use text clues such as words or pictures to discern meanings of unknown words.
- e) Use vocabulary from other content areas.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• vocabulary</li> <li>• reading texts aloud</li> </ul>	<ul style="list-style-type: none"> <li>• understand that word meanings can be comprehended through context, discussion, connections to familiar words, and knowledge of vocabulary from other content areas</li> </ul>	<ul style="list-style-type: none"> <li>• understand and discuss the meanings of new words as presented in context</li> <li>• develop their vocabulary by listening to and reading a variety of texts (e.g., predictable, decodable, and narrative/expository texts written in the original, natural language of the authors)</li> <li>• use words, pictures, and other clues from text to confirm or self-correct, rereading as necessary</li> <li>• ask for the meaning of unknown words and make connections to familiar words by:                             <ul style="list-style-type: none"> <li>○ sorting words into categories (e.g., colors, animals);</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• explicit teaching of vocabulary (Marzano)                             <ul style="list-style-type: none"> <li>○ Teach vocabulary word</li> <li>○ Children explain vocabulary word in their own words</li> <li>○ Kinesthetic exploration of vocabulary word (pictures, act out word)</li> <li>○ Periodically review word</li> </ul> </li> <li>• brainstorming lists of words related to one topic or concept</li> <li>• give a list of related words and have the students come up with the topic or concept</li> <li>• think alouds</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

		<ul style="list-style-type: none"><li>○ defining words by category and by one or more attributes (e.g., <i>a swan is a bird that swims, a cardinal is a red bird</i>); and</li><li>○ identifying real-life connections between words and their use (e.g. places that are <i>safe</i>)</li><li>● use vocabulary from other content areas in literacy tasks</li></ul>	
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**1.9 The student will read and demonstrate comprehension of a variety of fictional texts.**

- a) Preview the selection.
- b) Set a purpose for reading.
- c) Relate previous experiences to what is read.
- d) Make and confirm predictions.
- e) Ask and answer who, what, when, where, why, and how questions about what is read.
- f) Identify characters, setting, and important events.
- g) Retell stories and events, using beginning, middle, and end.
- h) Identify the main idea or theme.
- i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• story elements in fiction and poetry:                             <ul style="list-style-type: none"> <li>○ character</li> <li>○ setting</li> <li>○ topic or main idea</li> </ul> </li> <li>• prior knowledge</li> <li>• predictions</li> <li>• questions</li> <li>• read a wide range of fiction and nonfiction texts aloud</li> </ul>	<ul style="list-style-type: none"> <li>• understand that they should use a variety of strategies to assist with comprehension</li> <li>• understand that orally read text has a rhythm and expression that helps convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>• preview reading material by looking at the book’s cover and illustrations and by reading titles and headings</li> <li>• set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection</li> <li>• identify who is telling the story at various points in a text</li> <li>• use knowledge from their own experience to make sense of and talk about a text</li> <li>• draw on prior knowledge to make and confirm predictions before, during, and after reading</li> </ul>	<ul style="list-style-type: none"> <li>• model previewing, predicting, and setting a purpose during teacher Read-Alouds</li> <li>• use before-reading strategies, such as concept webs, KWL charts, and sharing personal experiences</li> <li>• reread familiar texts</li> <li>• read aloud a variety of fictional texts</li> <li>• provide time for independent reading</li> <li>• model think-aloud comprehension strategies during teacher read-alouds</li> <li>• have students use during-reading strategies, such as                             <ul style="list-style-type: none"> <li>– summarizing (Students frequently stop reading to summarize or retell story events after each page, paragraph, or section.)</li> <li>– graphic organizers (Students record information such as story events, story elements, or the summary of a section as they read)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• ask and answer simple questions (e.g. who, what, when, where, why, and how) about a selection</li> <li>• identify and describe characters, settings, and important events in a story using details</li> <li>• use illustrations and details to describe characters, settings, and important events in a story</li> <li>• demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating comprehension of the central message or lesson</li> <li>• identify the main idea or theme of a short fiction selection</li> <li>• identify words and phrases in stories or poems that suggest feelings or appeal to the senses</li> <li>• read a wide variety of self-selected and teacher-selected stories, and poems aloud</li> </ul>	<ul style="list-style-type: none"> <li>• have students use after-reading strategies, such as <ul style="list-style-type: none"> <li>– summarizing/retelling</li> <li>– sequencing events</li> <li>– class/group discussions</li> </ul> </li> <li>• make a class chart with the headings beginning, middle, end to retell stories read aloud</li> <li>• have students create flip books that show the beginning, middle, and end of a story.</li> <li>• have students share story information after independent reading.</li> <li>• use class poems and individual poetry books to practice fluency, expression, and intonation.</li> <li>• demonstrate non-examples of fluency.</li> <li>• create opportunities for students to perform reading: <ul style="list-style-type: none"> <li>○ Poetry cafes</li> <li>○ Reader's Theater</li> <li>○ Author's Chair</li> </ul> </li> </ul> <p><b>Benchmark Literacy Resources</b></p> <p><a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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		<ul style="list-style-type: none"><li>• use expression and intonation to convey meaning when reading aloud (prosody)</li><li>• reread as necessary to confirm and self-correct word recognition and understanding</li><li>• practice reading and rereading familiar stories, poems, and passages at their independent reading level to develop fluency, accuracy, and meaningful expression</li></ul>	
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**1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.**

- a) Preview the selection.
- b) Use prior and background knowledge as context for new learning.
- c) Set a purpose for reading.
- d) Identify text features such as pictures, headings, charts, and captions.
- e) Make and confirm predictions.
- f) Ask and answer who, what, where, when, why, and how questions about what is read.
- g) Identify the main idea.
- h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• nonfiction texts:                             <ul style="list-style-type: none"> <li>○ English</li> <li>○ History and Social Science</li> <li>○ Science</li> <li>○ Mathematics</li> </ul> </li> <li>• prior knowledge</li> <li>• predictions</li> <li>• questions</li> </ul>	<ul style="list-style-type: none"> <li>• understand that they should use a variety of strategies to assist with comprehension of nonfiction texts</li> <li>• understand that orally read text has a rhythm and expression that helps convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>• read with purpose and understanding</li> <li>• preview reading material by looking at the book’s cover and illustrations or other graphics and by reading titles and headings</li> <li>• set a purpose for reading by looking at the illustrations or other graphics, activating prior knowledge, and predicting the outcome of the selection</li> <li>• identify text features (e.g., illustrations, photographs, headings, charts and captions)</li> <li>• use text features to locate facts and information in a text (e.g., headings, tables of contents, glossaries)</li> </ul>	<ul style="list-style-type: none"> <li>• model previewing, predicting, and setting a purpose during teacher Read-Alouds</li> <li>• use before-reading strategies, such as concept webs, KWL charts, and sharing personal experiences</li> <li>• reread familiar texts</li> <li>• read aloud a variety of nonfictional texts</li> <li>• provide time for independent reading</li> <li>• model Think-Aloud comprehension strategies during teacher Read-Alouds</li> <li>• have students use during-reading strategies, such as                             <ul style="list-style-type: none"> <li>– summarizing (Students frequently stop reading to summarize or retell story events after each page, paragraph, or section.)</li> <li>– graphic organizers (students record information such as story events, story elements, or the summary of a section as they read)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• distinguish between information provided by pictures or illustrations and information provided by words in the text.</li> <li>• make and confirm predictions before, during, and after reading</li> <li>• ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection</li> <li>• read a wide variety of self-selected and teacher-selected informational texts aloud</li> <li>• read various nonfiction</li> <li>• identify the main idea and key details of a short nonfiction selection</li> <li>• identify the reasons an author gives to support points in a text</li> <li>• practice reading and rereading texts on their independent reading level to develop accuracy, fluency, and meaningful expression</li> </ul>	<ul style="list-style-type: none"> <li>• have students use after-reading strategies, such as: <ul style="list-style-type: none"> <li>– summarizing/retelling</li> <li>– organizing important information (webs, timelines, concept maps)</li> <li>– class/group discussions</li> </ul> </li> <li>• make a class chart to restate important information from text</li> <li>• have students share important information after independent reading</li> <li>• create opportunities for students to perform reading</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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**1.11 The student will use simple reference materials.**

- a) Use knowledge of alphabetical order by first letter.
- b) Use a picture dictionary to find meanings of unfamiliar words.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• reference materials</li> <li>• alphabetical order by first letter</li> </ul>	<ul style="list-style-type: none"> <li>• understand that many reference materials are organized in alphabetical order</li> <li>• understand that reference materials provide information</li> </ul>	<ul style="list-style-type: none"> <li>• use simple reference materials</li> <li>• alphabetize a list of five to eight words according to first letter</li> <li>• use a picture dictionary to locate unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• model using knowledge of alphabetical order to locate words in a picture dictionary</li> <li>• have students line up in alphabetical order by first or last name</li> <li>• alphabetizing environmental print (cereal boxes, can labels, business advertisements, book titles)</li> <li>• word walls (language arts and content areas)</li> <li>• have student restate simple definitions in own words and a kinesthetic representation of the word (drawing, drama, acting out)</li> <li>• create class dictionary</li> <li>• guide word activities with children’s names</li> <li>• blogs on school fusion or other sites</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they will be able to use these skills to put their ideas and thoughts on paper. Students need to be encouraged to write for real purposes by writing such things as letters, notes, signs, stories, and labels. At this level, students will concentrate on writing a complete simple sentence, using basic conventions. They will also begin to revise and edit selected pieces of their writing for a specific audience.

**1.12 The student will print legibly.**

- a) Form letters accurately.
- b) Space words within sentences.
- c) Use the alphabetic code to write unknown words phonetically.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• manuscript writing</li> <li>• uppercase and lowercase letters</li> <li>• alphabetic principle</li> </ul>	<ul style="list-style-type: none"> <li>• understand that there are correct ways to write the letters of the alphabet and that proper spacing is necessary in order for writing to be legible</li> <li>• understand sound-symbol correspondence in writing unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate pencil grip</li> <li>• use manuscript letter formation</li> <li>• print all upper and lowercase letters</li> <li>• use manuscript number formation</li> <li>• space words in sentences</li> <li>• apply the alphabetic principle while writing unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• writing journals</li> <li>• Elkonin (sound) boxes</li> <li>• use of spacers (finger, “spaceman”)</li> <li>• morning message</li> <li>• DRTA (Directed Reading Thinking Activity)</li> <li>• interactive writing</li> <li>• stretching words to record sounds</li> <li>• handwriting practice (such as Handwriting Without Tears)</li> <li>• tactile activities with letters (sandpaper letters, playdough, sand trays, etc.)</li> <li>• letter/ sound relationship activities (sound boxes, sound sorts, emergent DSA, etc.)</li> <li>• use of inventive spelling</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

**1.13 The student will write to communicate ideas for a variety of purposes.**

- a) Generate ideas.
- b) Focus on one topic.
- c) Revise by adding descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
- g) Share writing with others.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• writing is used for a variety of purposes:                             <ul style="list-style-type: none"> <li>○ Sharing events</li> <li>○ Telling stories</li> <li>○ Informing others</li> <li>○ Making reports</li> <li>○ Labeling</li> <li>○ Making lists</li> <li>○ Responding to literature</li> </ul> </li> <li>• phonetic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• understand that writers communicate ideas for a variety of purposes</li> <li>• understand that writers plan, write, and share their writing with others</li> </ul>	<ul style="list-style-type: none"> <li>• use previous experiences to generate ideas</li> <li>• participate in teacher-directed brainstorming activities to generate ideas</li> <li>• participate in shared research and writing projects</li> <li>• participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas and information</li> <li>• write informative/explanatory texts that introduce a topic, state an opinion or some facts, and provide a concluding sentence</li> <li>• write narrative pieces that include at least two sequenced events, with some details, and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• modeling think-alouds</li> <li>• using mentor texts</li> <li>• 6 + 1 Trait kits</li> <li>• writing mini-lessons</li> <li>• word walls</li> <li>• morning message</li> <li>• shared writing</li> <li>• interactive writing</li> <li>• author’s chair</li> <li>• class created books</li> <li>• graphic organizers (webs, timeline, story map)</li> <li>• Kidspiration</li> <li>• editor’s checklist</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

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|  |  | <ul style="list-style-type: none"><li>• revise their written pieces by adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers</li><li>• in final copies, use complete sentences that begin with a capital letter use correct ending punctuation, and use commas in dates</li><li>• capitalize days of the week and months of the year</li><li>• capitalize names of people</li><li>• spell commonly used sight words and phonetically regular words correctly in final copies</li><li>• apply the alphabetic principle when writing words</li><li>• use print resources in the classroom in order to spell words</li><li>• use familiar writing forms, including lists, letters, stories, reports, messages, and poems</li><li>• distinguish draft writing from final-product writing</li><li>• share their writing with others</li></ul> |  |
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**1.14 The student will use available technology for reading and writing.**

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• use available technology for reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• understand that technology is away to interact with print</li> <li>• understand that reading and writing skills can be adapted for use with available technology</li> </ul>	<ul style="list-style-type: none"> <li>• use a digital tools to produce and publish writing including in collaboration with peers</li> <li>• use available media for reading and writing</li> <li>• use electronic templates (e.g. graphic organizers) to organize information</li> <li>• ask and respond to questions about material presented through various media formats</li> <li>• share their writing with others</li> </ul>	<ul style="list-style-type: none"> <li>• listening workstation</li> <li>• Kidspiration</li> <li>• video streaming</li> <li>• Smart Boards</li> <li>• Elmo</li> <li>• web hunts</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>