

1st Grade Standards

Instructional Focus:




In Grade 1, instructional time should focus on four critical areas: (1) develop independence as a reader and writer of literary and informational text; (2) learn to practice rules for recognizing sounds that make up words and be able to sound out more complex words; (3) establish concrete writing skills; (4) developing speaking and listening skills by thinking about what they read and talking about the main ideas of simple stories.

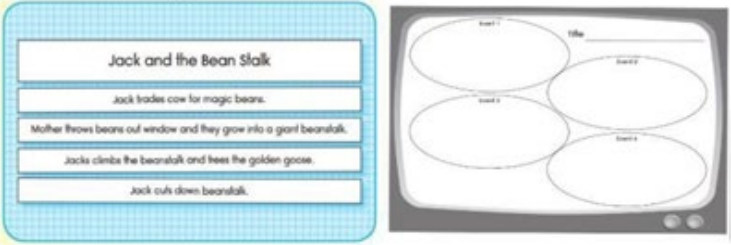
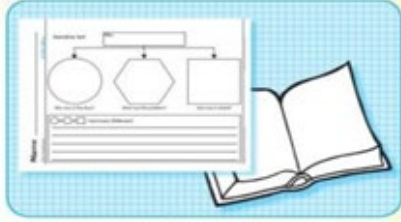
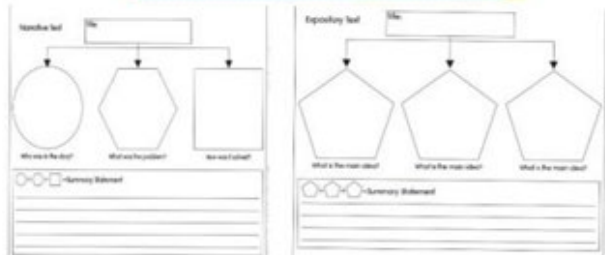
1. Reading

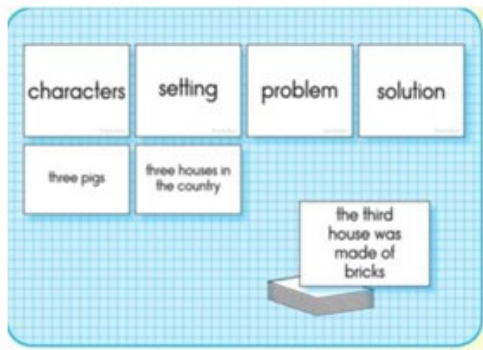
- **Literary and informational text:** Students learn to talk about literary text using key details, while also retelling stories and understanding the theme. In a story, play, or poem, students will describe characters, settings, events, problem-solutions, and identify words and phrases that suggest feelings or appeal to the sense. They will also use illustrations and details in a story to describe its characters, events, setting, or problem-solution. Students will learn to compare and contrast the adventures of characters and read from a variety of cultures. Students will also use informational text to talk about key details and identify the main topic. They will learn to explain major differences between books that tell stories and books that give information.
 - **Foundation skills:** students will apply phonics and word analysis skills to pronounce words. They will know how to read and pronounce two consonants that form one sound, such as *sh* or *ch*, and regularly spelled one-syllable words. Students will know the conventions for long vowel sounds and read words with inflectional endings such as *-ed* and *-ing*. They will also read grade-appropriate irregularly spelled words.
2. **Writing:** to meet grade-level expectations for opinion pieces, students will provide supporting reasons and facts and a sense of closure. Students will also write narratives that recount two or more sequenced events and use words to signal event order. They will work collaboratively with peers and participate in shared research and writing projects, which include the use of digital tools to edit and publish their work.
 3. **Speaking and listening:** students will converse with peers and adults using agreed-upon rules for discussions. They will talk about what a speaker says and be able to describe people, places, things, and events with details, expressing ideas and feelings clearly. Students will also use drawings or other visual displays to clarify thoughts and feelings.
 4. **Language:** students will use common, proper, and possessive nouns and properly use singular and plural nouns with matching verbs like *I am* and *they are*. They will also use verbs to convey past, present, and future. Students will produce simple and compound declarative, interrogative, imperative, and exclamatory sentences while also using determiners like *the* and common adjectives, conjunctions, and prepositions.

Reading Standards for Literature

Key Ideas and Details

Standard	Objective	Examples
RL.1.1 Ask and answer questions about a literary text using key details from the text.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Ask questions about a literary text using key details. 2. Answer questions about a literary text using key details. 	<p>Ask and answer</p>  <p>Question cube</p>  

<p>RL.1.2 Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Retell stories using key details. 2. Identify and verbalize the problem or conflict in the story and how it was resolved. 	<p>Sequential order ..</p>  <p>Problem or conflict in the story and how it was resolved.</p>  
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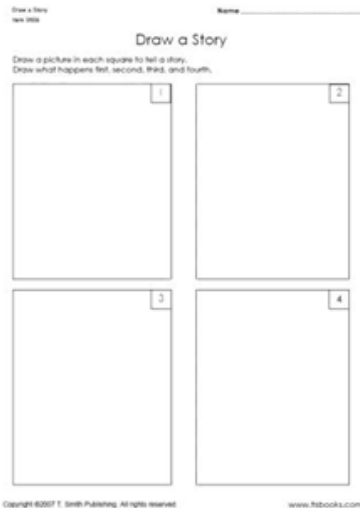
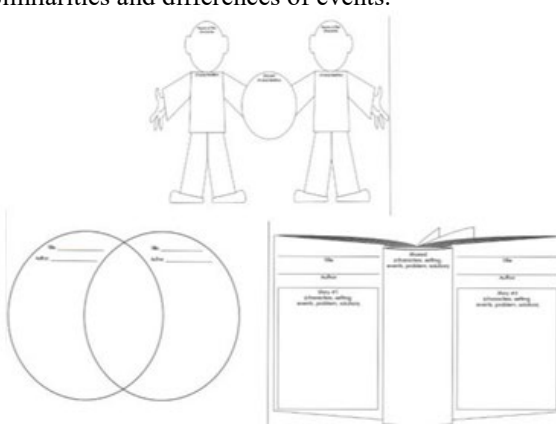
<p>RL.1.3 Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. In a story, play or poem use key details to: <ul style="list-style-type: none"> • describe characters • settings • major events • problem-solution 	<p>Describing key details.</p> 
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Craft and Structure

Standard	Objective	Examples
<p>RL.1.4 Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify words or phrases that communicate feelings. 2. Identify words or phrases that indicate the use of the five senses. 3. Understand that words are clues to what characters are thinking. 	<p>Students identify words and phrases within Mollie Berg’s The Paper Crane that appeal to senses and suggest the feelings of happiness experienced by the restaurant owner such as clapped, overjoyed, loved, and played.</p>
<p>RL.1.5 Explain major differences between books that tell stories and books that give information (fiction,</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain major differences between: <ul style="list-style-type: none"> • fiction • non-fiction 	<p>Using appropriate graphic organizers and questions, discuss the differences between the fiction book, The Great Kapok Tree: A Tale of the Amazon Forest, by Lynne Cherry and the non-fiction book, I See a Kookaburra!: Discovering Animal Habitats Around The World by Steve Jenkins and Robin Page.</p>

<p>non-fiction, and poetry), drawing on a wide reading of a range of text types.</p>	<ul style="list-style-type: none"> • poetry <ol style="list-style-type: none"> 2. Identify and distinguish between story and informational structure. 3. Recognize common genres. 	
<p>RL.1.6 Identify who is telling the story at various points in the text (e.g., a character in the text or a narrator/story teller).</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Name who is telling the story. <ul style="list-style-type: none"> • a character in the text • a narrator/story teller 2. Understand concept of dialogue. 3. Recognize quotation marks. 	<p>An activity based on this lesson from the Common Core Standards Curriculum Maps directs the teacher to use a book such as, “Mouse Tales” by Arnold Lobel. It allows the student to re-read parts of the text where the weasel speaks, where the mouse speaks, and where the narrator tells the story. Assigning the parts to three readers will show others how dialogue works in literature.</p>

Integration of Knowledge and Ideas

Standard	Objective	Examples
<p>RL.1.7 Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Read or listen to a story and use the illustrations and details to describe. <ul style="list-style-type: none"> • characters • setting • events • problem-solution 	<p>Story frames can encourage the use of illustrations to understand story structure.</p> 
<p>RL.1.9 With prompting and support, compare and contrast the adventures and experiences of characters in stories.</p>	<p>With prompting and support students will:</p> <ol style="list-style-type: none"> 1. understand the adventures and experiences in a story 2. identify similarities of characters' events 3. identify differences of characters' events 	<p>Similarities and differences of events.</p> 


Range of Reading and Level of Complexity

Standard	Objective	Examples
RL.1.10 With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.	Students will: 1. With prompting and support read prose and poetry from diverse cultures.	<ol style="list-style-type: none"> 1. Prose is a type of literature without a formal pattern of verse or meter (not poetry). Poetry may include structure, meter and rhyme. 2. Teachers include a poem or prose for the week that is pertinent to the themes being studied. 3. Students read poems associated with national holidays highlighted in Social Studies. 4. Tell the students that the Indian fable, “The Blind Men and the Elephant” is the original telling of a fable more commonly known as “seven Blind Mice.” Read the original story by Karen Backstein first and then read Ed Young’s “Seven Bling Mice.” (Read aloud to students, or they may read independently.) As the two fables are added to the fable story chart, as the students to explain how these two stories are the same and how they are different. 5. Poem A Day <ul style="list-style-type: none"> • Share a poem a day with students. Focus on using short poetry so that the texts can be placed on chart paper for all students to see. Compare poems over multiple days by experimenting with rhyme and rhythm. As readers to classify poems as make believe or real as a precursor to genre study.

Reading Standards for Informational Text

Key Ideas and Details



Standard	Objective	Examples
RI.1.1 With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.	Students will: 1. Using key details students will understand how to. <ul style="list-style-type: none"> • Ask questions about text using prior knowledge or experience. • Answer questions about text using prior knowledge or experience. 	<p><u>A</u>sking and answering questions about text.</p> <p>The image shows two graphic organizers. The top one is titled 'Asking and answering questions about text' and is labeled 'RI.1.1.10'. It has a central box for 'What I already know', a box for 'Ask a question' with five sub-sections for 'Answer the question', and a 'Summary' box. The bottom one is labeled 'RI.1.1.11' and has a 'Topic' box, a 'Question' box, four 'Source' boxes, four 'Fact' boxes, and a 'Summary' box.</p>

<p>RI.1.2 Identify the main topic or author’s purpose (e.g., to teach or tell us about ...) and retell key details of a text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the main topic or author’s purpose. 2. Retell key details of a text. 	<p>Identify the main topic and supporting details.</p> 
<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Connect individuals and events within informational text. 2. Describe main ideas in informational text. 3. Distinguish the supporting details of the main ideas in informational text. 	<ol style="list-style-type: none"> 1. Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me how these two events are linked together? (cause/effect, time order). 2. Connecting it to Me Encourage readers to notice text that reminds them of things they have seen, heard or experienced as they read an informational selection. These questions can be posted, made into a bookmark or otherwise available for readers to use to spark connections. <ul style="list-style-type: none"> • That reminds me of... • That makes me think of... • I read another book that... • This is different from... • I remember when... 3. Structure for making connections in informational text include: cause and effect, compare and contrast, description, problem-solution, and chronological order. 4. Students place two historical events in chronological order on a timeline. 5. Choose two books about the same continent such as <i>Australia</i> by Madeleine Donaldson (Pull Ahead Books Continents) and <i>Look What Came From Australia</i> by Kevin Davis. Discuss how the books are similar because they are about the same continent. Show how they are also different because they are written by different authors.

Craft and Structure

Standard	Objective	Examples																														
<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify an unknown word or phrase. 2. Ask clarifying questions about texts. 3. Express own understanding of the meaning of a text. 	<p>Clarify the meaning of words and phrases.</p> <p>Name _____</p> <p>Reading Repair C.033.SS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Problem</th> <th style="width: 50%; text-align: center;">Repair</th> </tr> </thead> <tbody> <tr> <td>As I was reading, I had a problem on page _____. The problem was _____</td> <td>So I did this to fix it _____ _____</td> </tr> <tr> <td>As I was reading, I had a problem on page _____. The problem was _____</td> <td>So I did this to fix it _____ _____</td> </tr> <tr> <td>As I was reading, I had a problem on page _____. The problem was _____</td> <td>So I did this to fix it _____ _____</td> </tr> <tr> <td>As I was reading, I had a problem on page _____. The problem was _____</td> <td>So I did this to fix it _____ _____</td> </tr> </tbody> </table>	Problem	Repair	As I was reading, I had a problem on page _____. The problem was _____	So I did this to fix it _____ _____	As I was reading, I had a problem on page _____. The problem was _____	So I did this to fix it _____ _____	As I was reading, I had a problem on page _____. The problem was _____	So I did this to fix it _____ _____	As I was reading, I had a problem on page _____. The problem was _____	So I did this to fix it _____ _____																				
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<p>RI.1.5 Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and use: <ul style="list-style-type: none"> • titles and/or headings • labels with graphics • bold print • visual cues • electronic menus icons 	<p>Identify and describe text features.</p> <p>Name _____</p> <p>Book Look C.011.SS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: left;">Title and Author</th> </tr> </thead> <tbody> <tr> <td style="width: 20%;">Book Parts</td> <td style="width: 10%;">Found in book? Yes or No</td> <td style="width: 70%;">If yes, search and find.</td> </tr> <tr> <td>Diagram</td> <td></td> <td>Describe a diagram and record the page number.</td> </tr> <tr> <td>Chapter</td> <td></td> <td>How many chapters are in the book? What is one of the titles?</td> </tr> <tr> <td>Index</td> <td></td> <td>Where is the index located in the book?</td> </tr> <tr> <td>Index</td> <td></td> <td>Locate and record a topic in the index and the page number.</td> </tr> <tr> <td>Glossary</td> <td></td> <td>Write a word found in the glossary. Write the guide words found on the page of the word.</td> </tr> <tr> <td>Table of Contents</td> <td></td> <td>Where is the table of contents located in the book?</td> </tr> <tr> <td>Table of Contents</td> <td></td> <td>Use the table of contents to record a chapter title, its number, and beginning page.</td> </tr> <tr> <td>Picture with caption</td> <td></td> <td>Write the caption and the page number.</td> </tr> </tbody> </table>	Title and Author			Book Parts	Found in book? Yes or No	If yes, search and find.	Diagram		Describe a diagram and record the page number.	Chapter		How many chapters are in the book? What is one of the titles?	Index		Where is the index located in the book?	Index		Locate and record a topic in the index and the page number.	Glossary		Write a word found in the glossary. Write the guide words found on the page of the word.	Table of Contents		Where is the table of contents located in the book?	Table of Contents		Use the table of contents to record a chapter title, its number, and beginning page.	Picture with caption		Write the caption and the page number.
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<p>RI.1.6 Distinguish between information provided by photos or other graphics and information provided by the words in a text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze how photos and/or graphics present information and ideas. 2. Analyze how the words present information and ideas. 3. Determine if the information they gained was from pictures or from words they read. 	<ol style="list-style-type: none"> 1. Use questions and prompts such as: 2. Can you tell me what is different about what the picture shows and what the words say about? 3. Students specify whether information was located in the text or in an illustration or graphic. 4. Introduce the books <i>A weed is a Flower: The story of George Washington Carver</i> by Alik. Explain that illustration and text are both very important in a book. Guide students as they read by asking them first to think about what you can learn from the illustrations. Create a two-column chart with “illustrations” on one side and “text” on the other side. When students learn something from studying the illustration, they will write it on a sticky note and put it in the book. Use the sticky notes to guide the discussion when they are finished reading. Repeat the activity with learning from the text. 																														

Integration of Knowledge and Ideas

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<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Know that the illustrations and details help you understand more about the text. 	<ol style="list-style-type: none"> 1. Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell how the author uses this chart to help you understand? • What does this chart add to your thinking about what you read? 2. Paired Reading <ul style="list-style-type: none"> • In a paired reading situation, one student reads aloud and the other listens. • The listener summarizes what he or she heard as the main ideas and points out the details that support them. • The reader confirms the summary. • Students can then switch roles. 3. Tell the students that just because books are called “ABC books” it does not mean they are always easy to understand. Therefore, to understand them, we have to be willing to ask questions and to think deeply. Tell the students that they are going to look at <i>The Graphic Alphabet</i> by David Pelletier on each page, there is a letter, but there is something more going on than just that letter. Look at “A.” Have the students ask questions about the page and try to answer them (e.g., “Why is the letter A crumbling?” Could the letter be a mountain? Is that an ‘avalanche’?”). There will be new vocabulary introduced, but as you go through the book and throughout the unit, students will have an opportunity to learn those words. 																												
<p>RI.1.8 Identify the opinions an author states to support points in a text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Know that an author writes to explain his/her thinking. 2. Identify an author’s opinion. 3. Identify how the opinion supports the points in a text. 	<p style="text-align: center;">Author’s purpose chart</p> <div style="text-align: center;">  </div>																												
<p>RI.1.9 Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand the two texts on the same topic. 2. Identify the similarities in the two texts. 3. Identify the differences between the two texts. 	<p style="text-align: center;">Understanding Text Features</p> <p style="font-size: small;">Name: _____ Date: _____</p> <div style="text-align: center;">  </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="font-size: x-small;">Text Feature</th> <th style="font-size: x-small;">Page #</th> <th style="font-size: x-small;">What is it?</th> <th style="font-size: x-small;">How does it help you?</th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">Title Page</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: x-small;">Table of Contents</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: x-small;">Index</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: x-small;">Glossary</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: x-small;">Heading</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: x-small;">Subheading</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Text Feature	Page #	What is it?	How does it help you?	Title Page				Table of Contents				Index				Glossary				Heading				Subheading			
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Venn Diagrams

Nonfiction Text Features

Book Title _____

Text Feature	Did you find it in your book?	If yes, what page?
Diagram		
Bold Word		
Map		
Caption		
Table of Contents		
Glossary		

These text features help us to understand the text and locate important information in our book!

Range of Reading and Level of Text Complexity

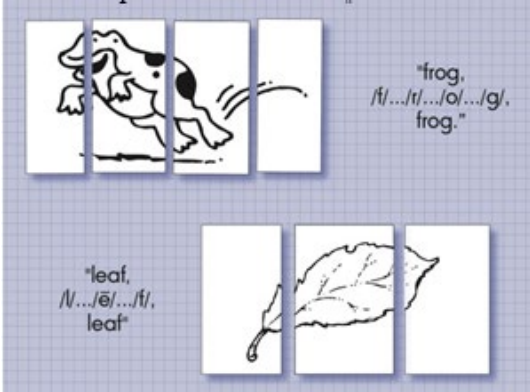
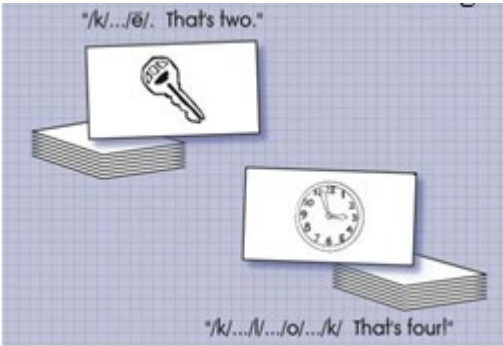
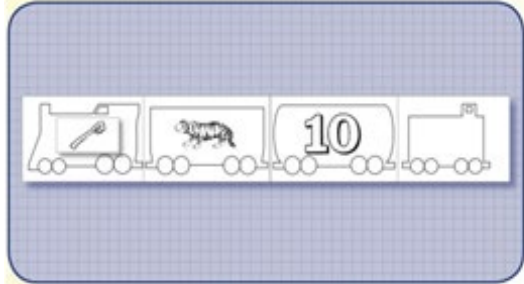
Standard	Objective	Examples
RI.1.10 With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.	Students will: 1. With prompting and support, read a variety of self-selected and assigned informational text of steadily increasing complexity.	Literature Circles Buddy Reading: read to, read to self

Reading Standards: Foundational Skills K-5

Print Concepts

Standard	Objective	Examples
RF.1.1 Demonstrate understanding of the organization and basic features of print; Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Students will: 1. Know that a sentence begins with a capital letter. 2. Know that a sentence conveys a complete thought. 3. Know that a sentence needs ending punctuation	1. Use questions and prompts such as: <ul style="list-style-type: none"> Show me the first word of the sentence. Where does the period (question mark, etc) go? Show me the capital letter. How does a sentence begin? What goes at the end of the sentence? 2. Shared Reading <ul style="list-style-type: none"> During shared reading, the teacher can point out concepts of books (e.g., front cover, author and illustrator, top and bottom of page). Finger pointing at text during shared reading reinforces the concept of words and word boundaries as well as directionality. Encouraging students to use a pointer (a ruler will do) to point to words as they read is another way to focus attention on the concepts of print. 3. Name Games Playing with students' names provides ample opportunities for students to begin understanding print. The difficulty of and involvement with the activity depends on the sophistication of the learner. <ul style="list-style-type: none"> Post the numbers 1 through 5 and have students place their name cards under the number that corresponds to the syllables in their name. Using names that have been cut apart, have learners arrange names.

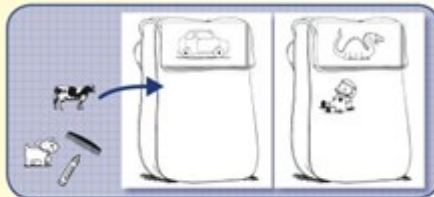
Phonological Awareness

Standard	Objective	Examples
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes); a. Distinguish long from short vowel sounds in spoken single-syllable words; b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends; c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words; d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Know the sound symbol correspondence of all short and long vowel sounds. 2. Identify vowels/vowel sounds within single syllable words (ex. cvc words). 3. Isolate and blend phonemes in single syllable words. 4. Identify phonemes in the initial, medial and final position in spoken single syllable words. 5. Articulate simple decodable words, identifying all phonemes in the initial, medial and final position. 6. Segment phonemes in proper order. (ex. c-a-t=cat). 	<p>Segment and blend phonemes in words</p>  <p>Segment phonemes</p>  <p>Match initial phonemes in words</p> <p>Activity Students sort objects by target initial sound on the sound train.</p> <ol style="list-style-type: none"> 1. Place the engine, cars, and caboose in a line on a flat surface. Place the platform and objects at the center. 2. Taking turns, students select an object, name the object, and say the initial sound (e.g., "tiger, /t/"). Determine if initial sound matches target sound (i.e., /t/). 3. If it matches, place object on a train car. If it does not match, place on the platform. 4. Continue until all objects are sorted. 5. Peer evaluation 

Activity

Students sort objects by initial sound on the backpacks.

1. Place backpacks, initial sound objects, and crayons at the center. Provide each student with a student sheet.
2. Taking turns, students select an object, name the object, and say the initial sound (e.g., "cow, /k/").
3. Determine which target sound picture (i.e., /k/ or /d/) matches the selected object. Place object on the corresponding backpack.
4. Continue until all objects are sorted.
5. Choose one target sound and illustrate corresponding objects on student sheet.
6. Teacher evaluation.



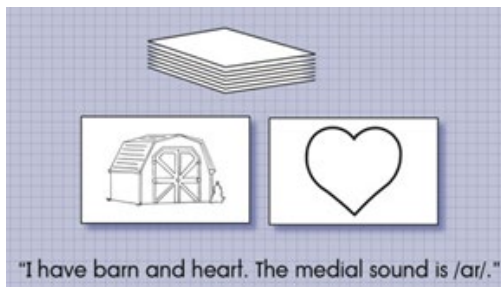
"Do you have a picture that begins with /t/?"



"No. Go fishing for a match!"



Match medial phonemes in words

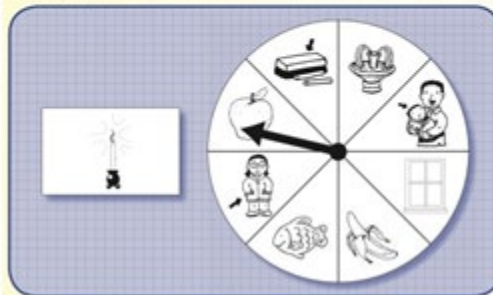


Match final phonemes in words

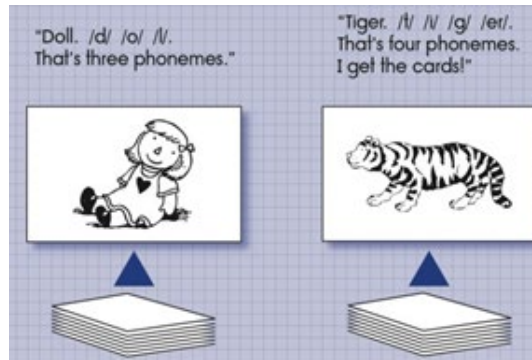
Activity

Students match final phonemes by playing a spinner game.

1. Place spinner at the center. Spread picture cards face up.
2. Taking turns, students spin the spinner, and say the name and the final phoneme of the picture that the arrow lands on. For example, if the spinner lands on "apple," the student says, "apple, /l/."
3. Locate picture card that has the same final sound.
4. Say the name and final sound of the picture (e.g., "candle, /l/"). If correct, keep the card. If not correct, card remains in place.
5. Continue until all cards are used.
6. Peer evaluation.



Segment phonemes inproper order



Phonics and Word Recognition

Standard	Objective	Examples
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words; a. Know the spelling-sound correspondences for common consonant digraphs; b. Decode regularly spelled one-syllable words; c. Know final -e and common vowel team conventions for representing long vowel sounds; d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word; e. Decode two-syllable words following basic patterns by breaking the words into syllables; f. Read words with inflectional endings; g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Students will:</p> <ol style="list-style-type: none"> Understand that sometimes two consonant letters make one sound (e.g./sh/ch/) Read and pronounce the sounds represented in one- syllable words Know that in many short words that end in e the vowel has a long sound. Understand that words have parts. Understand each part needs a vowel. Use inflectional ending like -ed, -es, -ing, to read words. Know the role that inflectional endings play in making words. Know rules for breaking words apart like double consonants, inflected endings. Understanding that each syllable must contain a vowel sound, use this knowledge to identify syllables within written words. Decode simple two syllable words following the vowel pattern for syllable division. Ability to recognize and read grade 1 irregularly spelled words/sight words and words with inflectional endings (look, looked) 	<p>Diagrams</p> <p>Silent “e” changes</p> <p>Blend syllables in words</p>

Understanding syllables

"Pic-nic. That's two syllables!"

Use base words and inflections to make words

High frequency word BINGO

Fluency

Standard

RF.1.4 Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Objective

- Students will:
1. Use a bank of known sight words.
 2. Understand meaning is contained in text.
 3. Use early self-monitoring/correcting behaviors.
 4. Use re-reading as a strategy to help understand text.
 5. Read with accuracy and fluency according to district grade level targets.

Examples

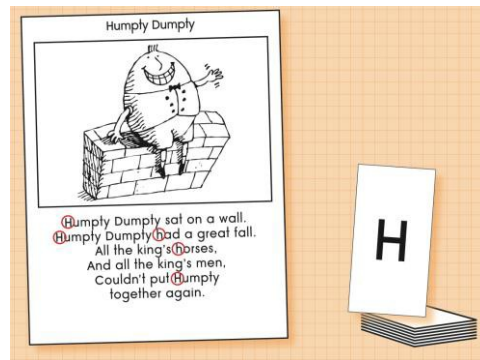
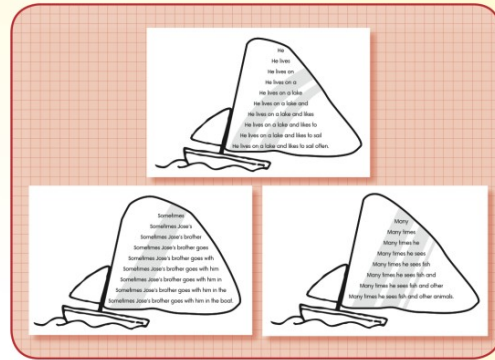
Word recognition and fluency

Self-monitoring and correcting

Activity

Students read words that progressively result in sentences.

1. Place sentence sailboats face down in a stack.
2. Taking turns, student one selects the top card and reads line by line until completing the entire sentence. Student two sits beside student one and reads along silently.
3. Reread the sentence on the last line of the sailboat together.
4. Reverse roles and continue until all the sentences have been read.
5. Peer evaluation



Reader's theatre

F.021.AM1a
Fluency

Readers' Theater

The Three Bears

Characters:

- Narrator
- Baby Bear
- Mamma Bear
- Papa Bear
- Goldilocks

Narrator: Once upon a time there were three bears who lived in a house in the woods.

Baby Bear: One of them was Baby Bear.

Mamma Bear: One was Momma Bear.

Papa Bear: And the other was Papa Bear.

Narrator: They each had a bowl for their porridge.

Baby Bear: The Baby Bear had a little wee bowl.

Mamma Bear: The Momma Bear had a medium-sized bowl.

Papa Bear: And the Papa Bear had a great big bowl.

Narrator: They each had a chair to sit in.

Baby Bear: The Baby Bear had a little wee chair.

Mamma Bear: The Momma Bear had a medium-sized chair.

Papa Bear: And the Papa Bear had a great big chair.

Narrator: And they each had a bed to sleep in.

Read with accuracy

Name _____

Repeated Timed Readings

1st Reading

Title: _____

Date: _____ Pages Read: _____

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

2nd Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

3rd Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

Writing Standards

Text Types and Purposes

Standard	Objective	Examples
<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify a topic or choose a book for their writing. 2. Understand the concept of having an opinion. 3. Express opinion such as like or dislike of a chosen topic or book. Support that opinion with a reason. 4. Write an opinion piece about the topic or book Provide a reason for that opinion. 5. Provide detail to bring the written piece to a reasonable closure. 	<ol style="list-style-type: none"> 1. Developmental Stages of Writing Chart (Characteristics, Instructional Focus) 2. Mentor Texts 3. Persuasive Planners 4. Planning (Favorites, Things I want or need) 5. Topic Pocket 6. Drafting 7. Sentence Frames (e.g. My favorite color is because) 8. Poll classmates on different topics to create a class book/or little book (e.g., [p.1]'s favorite story is because, [p.2]'s favorite story is because.) 9. Persuasive Hooks/Endings 10. Traffic Light Organizer (BME) 11. Exemplar Papers
<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify facts within a text. 2. Select a topic of interest to write about. 3. Tell what they are writing about. 4. Organize their ideas so they can be written logically. 5. Provide detail to bring the written piece to a reasonable closure. 	<ol style="list-style-type: none"> 1. Developmental Stages of Writing (Characteristics, Instructional Focus) 2. Mentor Text 3. Topic Pocket 4. Expository Planners 5. Story Board with Questions 6. Foldable Planner 7. Draw a picture and label 8. Drafting 9. Sentence Frames (e.g. An important person in my neighborhood is because) 10. Expository Hooks/Ending 11. Flip Books 12. Exemplar Papers

<p>W.1.3 Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Be able to retell familiar events in sequence order using time order words when necessary. 2. Identify major events. 3. Write a brief narrative around a center focus using key details. 4. Bring the writing to an end. 	<ol style="list-style-type: none"> 1. Developmental Stages of Writing (Characteristics, Instructional Focus) 2. Mentor Texts 3. Topic Pocket 4. Narrative Planners-Narrative Arch (Snake) 5. Story Board with Questions 6. Traffic Light- Three Column Chart (beg, mid, end) 7. Observe something amazing in nature and write what you saw, the setting, two events that happened and your reaction. 8. Foldable timeline 9. Draft 10. Transitions 11. Narrative Hooks/Endings
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Production and Distribution of Writing

Standard	Objective	Examples
<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Generate a topic to write about. 2. Know how to take ideas from a graphic organizer or chart to write. 3. Organize the writing so that it moves logically. 4. Write sentences with details. 5. Know that you can add adjectives to writing to strengthen it. 6. When revising with an adult, be able to recognize unrelated ideas. 7. Work with peers. 	<ol style="list-style-type: none"> 1. Implement Writer’s Workshop 2. Model Revision Process through Language Experience or Shared Writing 3. Revise for Specific Target Skills: <ul style="list-style-type: none"> • Adding Details (Show Not Tell, Sensory Details, Figurative language) • Sentence Combining • Substituting better words • Transitions • Deleting word that don’t belong • Add or Change an Ending • Dialogue 4. Author’s Chair 5. Peer Conferences 6. Individual Student/Teacher Conferences 7. TAG (Tell Something You Liked, Ask a Question, Give a Suggestion) or Compliments 8. Magic Rules for Listening
<p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand how to use a computer and its components. 2. Understand how to print. 3. Understand how to save materials. 4. Work collaboratively with a partner. 5. Know how to electronically publish a piece. 	<ol style="list-style-type: none"> 1. Provide opportunities for students to use computers, digital and/or video cameras to publish class projects and individual writing: <ul style="list-style-type: none"> • Various paint programs • Power point • Word processing 2. Book reports 3. Foldable/Pop-Up Book

Research to Build and Present Knowledge

Standard	Objective	Examples
<p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned).</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Write a simple summary and/or a sequence of instructions. 2. Understand informational texts structure. 3. Locate information within text. 4. Identify sequence in a “how-to” guide. 	<ol style="list-style-type: none"> 1. Use Classroom Libraries, Media Center, Age Appropriate Websites and Content Area Materials to gather information about a topic to produce a variety of publications, e.g.: <ul style="list-style-type: none"> • “How to Follow the Rules in School” • ABC Book of America (Symbols and Individuals of America) • Research and classify Living and Nonliving things to write “Living and Nonliving Things Around Us”
<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>With guidance and support students will:</p> <ol style="list-style-type: none"> 1. Retell/recall key details. 2. Describe personal experiences. 3. Locate information with text. 4. Know that information can come from different sources. 	<ol style="list-style-type: none"> 1. Use Classroom Libraries, Media Center, Age Appropriate Websites and Content Area Materials to gather information about a topic to answer a question. 2. Use questions to focus a prediction before investigating a topic or going on a field trip. 3. Use questions to generate a survey and students chart or graph the information collected. 4. Compose Researched Draft 5. KWL Chart 6. Research Question of the Day with Classmates and Record Results 7. Shared Writing/Language Experience

Speaking and Listening Standards

Comprehension and Collaboration

Standard	Objective	Examples
<p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups; a. 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); b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges; c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Know that when talking there are rules that we follow such as, not interrupting when another person is speaking. 2. Know that when listening to someone, we need to look at them. 3. Know that when we are listening to someone, we need to respond about the same thing. 4. Realize when they have become confused. 5. Ask questions for clarity. 	<ol style="list-style-type: none"> 1. Brainstorm – Ask students and make a chart of what they say. “How do we act when we listen to or discuss a story?” <ul style="list-style-type: none"> • Sit quietly • Listen to each other • Listen to teacher • Ask questions • Raise hands • Don’t interrupt