

KALAMAZOO PUBLIC SCHOOLS

FIRST SIX WEEKS LITERACY 1 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/STRU CTURED LESSONS
<i>Harcourt Trophies: Book 1.1 Guess Who (Themes: I Am Your Friend and Just for Fun)</i>			
<ul style="list-style-type: none"> <li>To understand the order of events in a story</li> <li>To use the sounds that letters stand for to help them read words</li> <li>Short vowel /a/</li> <li>Sentences</li> <li>Complete sentence frames</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Retell a story in a sequential order</li> <li>Manipulate written language to read simple sentences and stories</li> <li>Write organized sentences</li> <li>Write information sentences</li> </ul>	1.3 p. 15 1.2 p. 5	<i>The Hat</i> Realistic Fiction Pp. 10A-27P
<ul style="list-style-type: none"> <li>To make predictions to figure out what might happen next</li> <li>To reread as a strategy to help understand meaning</li> <li>Short vowel /a/</li> <li>Sentences</li> <li>Use sentence frames to complete a class book</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Make predictions</li> <li>Reread and self-correct</li> <li>Manipulate the structural features of spoken and written language</li> <li>Write organized sentences</li> <li>Write from personal experiences</li> </ul>	1.9 p. 33 1.4 p. 23 1.2 p. 5	<i>Sam and the Bag</i> Fiction Pp. 28A-47R
<ul style="list-style-type: none"> <li>To identify story details</li> <li>To use the sounds that letters stand for to help them read words</li> <li>Short vowel /i/</li> <li>Word order</li> <li>Write sentences about favorite animals</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Retell a story including some detail</li> <li>Manipulate written language to read simple sentences and stories</li> <li>Write organized sentences</li> </ul>	1.3 p. 15 1.9 p. 33 1.2 p. 5	<i>Ants</i> Nonfiction Pp. 48A-69P
<ul style="list-style-type: none"> <li>To understand the order of events in a story</li> <li>To make predictions to figure out what might happen next</li> <li>Digraph /k/</li> <li>Telling sentences</li> <li>Complete various sentence frames</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Retell a story in a sequential order</li> <li>Make predictions about what happens next</li> <li>Manipulate written language to read simple sentences and stories</li> <li>Write organized sentences</li> <li>Write informational sentences</li> </ul>	1.3 p. 15 1.2 p. 5	<i>Jack and Rick</i> Fantasy Pp. 72A-95P
<ul style="list-style-type: none"> <li>To understand how clues in a story help to figure out what is happening</li> <li>To make inferences based on personal experience</li> <li>Use the writing process to write a Class Adventure Book</li> <li>Short vowel /o/</li> <li>Asking sentences</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Read and respond to nonfiction</li> <li>Use self-monitoring strategies</li> <li>Manipulate written language to read simple sentences and stories</li> <li>Write organized sentences</li> <li>Revise writing</li> </ul>	1.4 p. 23 1.2 p. 5	<i>Todd's Box</i> Realistic Fiction Pp. 96A-117R
<ul style="list-style-type: none"> <li>To understand the order of events in a story</li> <li>To self-correct words that don't sound right in a sentence</li> <li>Variant vowel /o/a</li> <li>Naming parts of sentences</li> <li>Use the writing process to write a Favorite Food Book</li> </ul> *Daily Guided Reading Groups *Reteach, accelerate, enhance understanding as needed	<ul style="list-style-type: none"> <li>Retell a story in a sequential order</li> <li>Reread and self-correct</li> <li>Manipulate written language to read simple sentences and stories</li> <li>Write organized sentences</li> <li>Revise writing</li> </ul>	1.3 p.15 1.4 p.23 1.2 p.5	<i>All That Corn</i> Nonfiction Pp. 118A-141P

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PLANNING AND SCHEDULING TIMELINE LITERACY 1 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERION REFERENCE TESTS
BASED ON MASTERY*			
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 1-3, 109</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Books about cats</li> <li>Modeled Writing</li> <li>Transparencies 4-6, 103</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate and Extend</li> <li>Identify Reading Strategies</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 7-9, 108</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Word Analysis</li> <li>Writing Strategies</li> <li>Editing Skills</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 10-12, 105</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Evaluate and Extend</li> <li>Word Analysis</li> <li>Writing Strategies</li> <li>Editing Skills</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 13-15, 103</li> <li>Literacy Work Stations</li> <li>Literacy-based cross curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate and Extend</li> <li>Word Analysis</li> <li>Writing Strategies</li> <li>Editing Skills</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 16-18, 105</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>

*\*Modification of materials, pacing, and/or methodology may be needed for advanced academic students, ESL, and students with disabilities.*

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FIRST SIX WEEKS LITERACY 1 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/ STRUCTURED LESSONS
<i>Harcourt Trophies: Book 1.2 Catch A Dream (Theme: It's My Turn Now)</i>			
<ul style="list-style-type: none"> <li>To understand the setting of a story</li> <li>To use one's imagination to understand a story</li> <li>Short vowel /e/</li> <li>Naming parts for two</li> <li>Write complete sentences about various topics</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Describe the setting</li> <li>Make inferences</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Write informational sentences</li> </ul>	1.9 p.33 1.2 p.5	<i>Dan's Pet</i> Realistic Fiction Pp. 84-31P
<ul style="list-style-type: none"> <li>To identify cause and effect relationships</li> <li>To understand the order of events in a story</li> <li>Digraph /th/</li> <li>Telling parts of a sentence</li> <li>Write a book report</li> </ul> *Daily Guided Reading Group	<ul style="list-style-type: none"> <li>Identify major ideas in a story</li> <li>Retell a story in a sequential order</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Write informational sentences</li> </ul>	1.3 p.15 1.2 p.5	<i>Boots for Beth</i> Fantasy Pp. 32A-57R
<ul style="list-style-type: none"> <li>To identify cause and effect relationships</li> <li>To reread as a strategy to help understand meaning</li> <li>Short vowel /u/</li> <li>Telling parts for two</li> <li>Use the writing process to write an information book</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify major ideas in a story</li> <li>Reread and self-correct</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Revise writing</li> </ul>	1.3 p.15 1.4 p.23 1.2 p.5	<i>Space Pup</i> Fantasy Pp. 58A-83R
<ul style="list-style-type: none"> <li>To identify story details</li> <li>Use parts of words to read new word</li> <li>Diphthong /ng/</li> <li>Complete sentences</li> <li>Write sentences for a Class Book about animals</li> </ul> *Daily guided Reading Groups	<ul style="list-style-type: none"> <li>Retell a story including some details</li> <li>Use syllabication</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Write instructions</li> </ul>	1.3 p.15 1.2 p.5	<b>Where Do Frogs Come From?</b> Nonfiction Pp. 84A-107P
<ul style="list-style-type: none"> <li>To identify the characters in a story</li> <li>To self-correct words that don't sound right in a sentence</li> <li>R-controlled vowels /or/</li> <li>Nouns</li> <li>Write sentences about sports</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Describe the characters</li> <li>Reread and self-correct</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Write instructions</li> </ul>	1.4 p.23 1.2 p.5	<i>Try Your Best</i> Realistic Fiction Pp. 108A-133P
<ul style="list-style-type: none"> <li>To identify story details</li> <li>To reread as a strategy to help understand meaning</li> <li>Digraph /sh/</li> <li>Nouns: People or Places</li> <li>Use the writing process to write a story about a fish</li> </ul> *Daily Guided Reading Groups *Reteach, accelerate, enhance understanding as needed	<ul style="list-style-type: none"> <li>Retell a story including some details</li> <li>Reread and self-correct</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Revise writing</li> </ul>	1.3 p.15 1.4 p.23 1.2 p.5	<i>Fun With Fish</i> Nonfiction Pp. 134A-161P

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TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERION REFERENCE TESTS
BASED ON MASTERY*			
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 1-3, 109</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze text</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Books about cats</li> <li>Modeled Writing</li> <li>Transparencies 4-6, 103</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 7-9, 108</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> <li>Editing Skills</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 10-12, 105</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Details</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 13-15, 103</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 16-18, 105</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Identify Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
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LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/ STRUCTURED LESSONS
<i>Harcourt Trophies: Book 4 (Theme 5)</i>			
<ul style="list-style-type: none"> <li>To confirm predictions</li> <li>Use parts of words to read new words</li> <li>Digraphs /ch/</li> <li>Nouns: Animals or Things</li> <li>Use various forms of writing to write about insects</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Make predictions</li> <li>Use syllabication</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Write informational pieces</li> </ul>	1.9 p.33 1.2 p.5	<i>I Am a Butterfly</i> Nonfiction Pp. 8A-35R
<ul style="list-style-type: none"> <li>To understand the setting of a story</li> <li>To make inferences based on personal experience</li> <li>R-controlled vowel /ar/</li> <li>Words for one and more than one</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Describe the setting</li> <li>Make inferences</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Write organized sentences</li> </ul>	1.3 p.19 1.9 p.33 1.2 p.5	<i>Did You See Chip?</i> Play Pp.36A-61P
<ul style="list-style-type: none"> <li>To identify the characters in a story</li> <li>To understand the order of events in a story and summarize</li> <li>Digraphs /kw/ and /hw/</li> <li>Special names and titles for people</li> <li>Use the writing process to write a riddle</li> </ul> *Guided Reading Groups	<ul style="list-style-type: none"> <li>Describe the characters</li> <li>Retell a story in a sequential order</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Revise writing</li> </ul>	1.3 p.19 1.3 p.15 1.2 p.5	<i>Tomás Rivera</i> Biography Pp. 62A-87P
<ul style="list-style-type: none"> <li>To understand the setting of a story</li> <li>To read ahead find answers to questions as they read</li> <li>R-controlled /ur/</li> <li>Special names of places</li> <li>Use various forms of writing to respond to the story</li> </ul> *Guided Reading Groups	<ul style="list-style-type: none"> <li>Describe the setting</li> <li>Identify essential and nonessential information</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Revise writing</li> </ul>	1.3 p.19 1.2 p.5	<b>On the Way to the Pond</b> Fantasy Pp. 88A-111P
<ul style="list-style-type: none"> <li>To distinguish between fact and fiction</li> <li>To reread as a strategy to help understand meaning</li> <li>Syllable /_1/</li> <li>Names of days</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Read fiction and nonfiction</li> <li>Reread and self-correct</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Use sentences of differing lengths and types</li> </ul>	1.3 p.19 1.4 p.23 1.2 p.5	<i>Friends Forever</i> Nonfiction Pp. 112A-143R
<ul style="list-style-type: none"> <li>To identify the characters in a story</li> <li>To make and confirm predictions</li> <li>Long vowel /o/</li> <li>Names of months</li> <li>Use the writing process to write a class play</li> </ul> *Daily Guided Reading Groups *Reteach, accelerate, enhance understanding as needed	<ul style="list-style-type: none"> <li>Describe the characters</li> <li>Use self-monitoring strategies</li> <li>Manipulate the structural features of spoken and written language</li> <li>Edit writing</li> <li>Revise writing</li> </ul>	1.3 p.19 1.4 p.23 1.2 p.5	<b>The Fox and the Stork</b> Fable Pp. 144A-173P

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TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERION REFERENCE TESTS
BASED ON MASTERY*			
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 37-39, 106</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate and Extend</li> <li>Work Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 40-42, 109</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Evaluate and Extend</li> <li>Work Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 43-45, 105</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Basic Understanding</li> <li>Word Analysis</li> <li>Writing Strategies</li> <li>Editing Skills</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 46-48, 105</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 49-51, 105</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 52-54, 105</li> <li>Meet the Author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Evaluate and Extend</li> <li>Word Analysis</li> <li>Writing Strategies</li> <li>Editing Skills</li> </ul>

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LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIV E	TEXTUAL REFERENCE/STRU CTURED LESSONS
<i>Harcourt Trophies: Book 4 (Theme 5)</i>			
<ul style="list-style-type: none"> <li>To sequence and arrange words in alphabetical order</li> <li>To make and confirm predictions</li> <li>Long vowels /e/</li> <li>Names of holidays</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Categorize words</li> <li>Use self-monitoring strategies</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Write narrative pieces</li> </ul>	1.2 p. 5 1.4 p. 23	<i>A Bed Full of Cats</i> Realistic Fiction Pp. 8A-35P
<ul style="list-style-type: none"> <li>To sort information into categories</li> <li>To understand the order of events in a story and summarize</li> <li>Long vowel /a/</li> <li>Using I and me</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify essential and nonessential information</li> <li>Retell a story in a sequential order</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Write informational pieces</li> </ul>	1.9 p. 33 1.3 p. 15 1.2 p. 5	<i>Me On the Map</i> Nonfiction Pp.36A-65P
<ul style="list-style-type: none"> <li>To sort information into categories</li> <li>Use parts of words to read new words</li> <li>Long vowel /e/</li> <li>Using He, She, It, and They</li> <li>Use the writing process to write a Friendly Letter</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify essential and nonessential information</li> <li>Use syllabication</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writers voice</li> <li>Review writing</li> </ul>	1.3 p. 15 1.2 p. 5	<b>At Home Around The World</b> Nonfiction Pp. 66A-97P
<ul style="list-style-type: none"> <li>To sequence and arrange words in alphabetical order</li> <li>To use one’s imagination to understand a story</li> <li>Long vowel /i/</li> <li>Describing words: Feelings</li> <li>Writing – Sentences</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Categorize words</li> <li>Make inferences</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Use sentences of differing length and type</li> </ul>	1.2 p. 5 1.9 p. 33	<i>Tell Me a Story</i> Fiction Pp.98A-123P
<ul style="list-style-type: none"> <li>To distinguish between fantasy and real stories</li> <li>To reread as a strategy to help understand meaning</li> <li>Consonant /s/ c</li> <li>Describing words: Color, Size, Shape</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Identify characteristics of fiction and nonfiction text</li> <li>Reread and self-correct</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Use sentences of differing length and type</li> </ul>	1.3 p. 15 1.4 p. 23 1.2 p. 5	<i>My Robot</i> Science Fiction Pp. 124A-153R
<ul style="list-style-type: none"> <li>To sort information into categories</li> <li>To read ahead to find answers to questions as they read</li> <li>Variant vowel /ou/</li> <li>Describing words: Taste, Smell, Sound, Feel</li> <li>Use the writing process to write a “How-To” Paragraph</li> </ul> *Daily Guided Reading Groups *Reteach, accelerate, enhance understanding as needed	<ul style="list-style-type: none"> <li>Identify essential and nonessential information</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Revise writing</li> </ul>	1.3 p. 15 1.2 p. 5	<b>On the Job with Dr. Martha Smith</b> Nonfiction Pp. 154A-183P

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TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERION REFERENCE TESTS
BASED ON MASTERY*			
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 55-57, 105</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Basic Understanding</li> <li>Evaluate and Extend</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 58-60, 103</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Basic Understanding</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 61-63, 108</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Word Analysis</li> <li>Writing Strategies</li> <li>Editing Skills</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 64-66, 103</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Basic Understanding</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 67-69, 107</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 70-72, 109</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>

*\*Modification of materials, pacing, and/or methodology may be needed for advanced academic students, ESL, and students with disabilities.*

KALAMAZOO PUBLIC SCHOOLS

FIRST SIX WEEKS LITERACY 1 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/STRU CTURED LESSONS
<i>Harcourt Trophies: Book 4 (Theme 5 cont.) and Book 5 (Theme 6)</i>			
<ul style="list-style-type: none"> <li>To sequence and arrange words in alphabetical order</li> <li>To use one’s imagination to understand a story</li> <li>Long vowels /i/ y, ie</li> <li>Describing words: How Many</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Categorize words</li> <li>Make inferences</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Write sentences containing descriptive words</li> </ul>	1.2 p.5 1.9 p.33	<b>Little Bear’s Friend</b> Fantasy Pp. 184A-215P (Book 4)
<ul style="list-style-type: none"> <li>To identify cause-and-effect relationships</li> <li>To reread as a strategy to help understand meaning</li> <li>Long vowel /o/</li> <li>Describing words: Weather</li> <li>Use various forms of writing to respond to the story]</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify major ideas in a story</li> <li>Reread and self-correct</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Write sentences containing descriptive words</li> </ul>	1.3 p.15 1.4 p.23 1.2 p.5	<i>Busy Buzzy Bee</i> Narrative Nonfiction Pp. 216A-249R (Book 4)
<ul style="list-style-type: none"> <li>To recognize the elements of plot</li> <li>Use parts of words to read new words</li> <li>Long vowel /i/ igh</li> <li>Describing words: -er and -est</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify plot</li> <li>Use syllabication</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Write using well-developed content</li> </ul>	1.3 p.19 1.2 p.5	<b>The Story of a Blue Bird</b> Fiction Pp. 8A-37P (Book 5)
<ul style="list-style-type: none"> <li>To identify cause-and-effect relationships</li> <li>To reread as a strategy to help understand meaning</li> <li>Long vowel /a/ ai, ay</li> <li>Verbs</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify major ideas in a story</li> <li>Reread and self-correct</li> <li>Manipulate the structural features of spoken and written language.</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Write informational sentences</li> </ul>	1.3 p.15 1.4 p.23 1.2 p.5	<b>Frog and Toad All Year</b> Fiction Pp. 38A-67R (Book 5)
<ul style="list-style-type: none"> <li>To identify the main idea of a selection</li> <li>To self-correct words that don’t sound right in a sentence</li> <li>Long vowel /i/</li> <li>Verbs that tell about now</li> <li>Use the writing process to write a poem</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Identify major ideas in a story</li> <li>Reread and self-correct</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Revise writing</li> </ul>	1.3 p.15 1.4 p.23 1.2 p.5	<i>Fishing Bears</i> Nonfiction Pp. 68A-97P (Book 5)
<ul style="list-style-type: none"> <li>Reteaching and review</li> </ul> *Daily Guided Reading Groups *Best practices/multicultural connections in Core Curriculum *Reteach, accelerate, enhance understanding as needed			

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PLANNING AND SCHEDULING TIMELINE LITERACY 1 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERION REFERENCE TESTS
BASED ON MASTERY*			
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 73-75, 103</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Basic Understanding</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 76-78, 103</li> <li>Meet the author</li> <li>Literacy Work Station</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 67-69, 107</li> <li>Meet the author</li> <li>Literacy Work Station</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Basic Understanding</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 67-69, 107</li> <li>Meet the author</li> <li>Literacy Work Station</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> <li>Editing Skills</li> </ul>
5 days	<ul style="list-style-type: none"> <li>Modeled Writing</li> <li>Transparencies 67-69, 107</li> <li>Meet the author</li> <li>Literacy Work Stations</li> <li>Literacy-based cross-curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>Analyze Text</li> <li>Identify Reading Strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> <li>Editing Skills</li> </ul>
5 days			
*Modification of materials, pacing, and/or methodology may be needed for advanced academic students, ESL, and students with disabilities.			

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FIRST SIX WEEKS LITERACY 1 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/ STRUCTURED LESSONS
<i>Harcourt Trophies: Book 5 (Theme6)</i>			
<ul style="list-style-type: none"> <li>To identify the main idea of a selection</li> <li>To read ahead to find answers to questions as they read</li> <li>Long vowel /o/</li> <li>Using Am, Is, and Are</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify major ideas in a story</li> <li>Identify essential and nonessential information</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Write narrative pieces</li> </ul>	1.3 p.15 1.4 p.23 1.2 p.5	<b>How to Be a Nature Detective</b> Nonfiction Pp. 98A-123P
<ul style="list-style-type: none"> <li>To recognize the elements of plot</li> <li>To make inferences based on personal experience</li> <li>Consonant g, dge</li> <li>Verbs that tell about the past</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify plot</li> <li>Use self-monitoring strategies</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Write narrative pieces</li> </ul>	1.3 p.19 1.4 p.23 1.2 p.5	<i>The Puddle</i> Fiction Pp. 124A-155P
<ul style="list-style-type: none"> <li>To make predictions about what will happen next</li> <li>To use the sounds that letters stand for to help them read words</li> <li>Long vowel /u-e/</li> <li>Using Was and Were</li> <li>Use the writing process to write a fantasy story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Make predictions about what happens next</li> <li>Manipulate written language to read simple sentences and stories</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Revise writing</li> </ul>	1.2 p.5	<b>Poppleton Everyday</b> Fiction Pp. 156A-185R
<ul style="list-style-type: none"> <li>To identify the main idea of a selection</li> <li>To make inferences based on personal experience</li> <li>Short vowel /ea/</li> <li>Using Go and Went</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify major ideas in a story</li> <li>Use self-monitoring strategies</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Write informational paragraph about a specific topic</li> </ul>	1.3 p.15 1.4 p.23 1.2 p.5	<b>Sleep is for Everyone</b> Nonfiction Pp. 186A-217P
<ul style="list-style-type: none"> <li>To recognize the elements of plot</li> <li>To understand the order of events in a story and summarize</li> <li>Vowel digraph /oo/</li> <li>Contractions with Not</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Identify plot</li> <li>Retell a story in a sequential order</li> <li>Manipulate the structural features of spoken and written language</li> <li>Use a variety of words to create a consistent writer’s voice</li> <li>Write informational sentences</li> </ul>	1.3 p.19 1.3 p.15 1.2 p.5	<i>Baboon</i> <b>Informational Fiction</b> Pp. 218A-253P
*Reteach, accelerate, enhance understanding as needed			

GRADE 1: LITERACY	
1.1A OBJECTIVE: TLW demonstrate an understanding of concepts of print in guided or independent settings, for multiple purposes, while using a variety of texts.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Use correct book handling skills (e.g., left to right, top to bottom, front to back, and turn pages appropriately).</li> </ul> <p>R.NT.01.03* R.IT.01.03*</p>	<p><b>It is essential</b> to create a literature-rich environment that accurately reflects students’ cultural heritage and the contributions of various ethnic, racial and cultural groups. Research suggests student self-esteem is strengthened when they see and read about the contributions made by their own cultural group to the history and culture of the United States.</p> <p><b>The purpose of this Standard Statement is to</b> ensure that beginning readers have many opportunities to learn about books and print.</p> <p><b>The most effective way to teach</b> these concepts of books and print is to model and demonstrate them in modeled writing and shared reading.</p> <p><b>Students demonstrate</b> their understanding of these concepts in guided reading.</p> <p><b>Concepts of print</b> are strongly reinforced when students practice writing their own stories and messages.</p> <p><b>Learning to read requires students to</b> understand the parts of a book and how books are read. Previewing books with students teaches major features like title, author, illustrator, and text format.</p> <p><b>Before Read Aloud and Shared Reading, model</b> the location of title, author and parts of a book.</p> <p><b>Use a Big Book for Shared Reading to model</b> Concepts of Print. This includes:</p> <ul style="list-style-type: none"> <li>• direction of print</li> <li>• turning pages</li> <li>• parts of the book</li> <li>• placement of text</li> <li>• return sweep</li> <li>• knowing where to begin</li> <li>• one-to-one matching of spoken word to printed word</li> <li>• the difference between illustration and print</li> <li>• title, author</li> </ul>

GRADE 1: LITERACY		
1.1A OBJECTIVE: TLW demonstrate and understanding of concepts of print in guided or independent settings, for multiple purposes, while using a variety of texts.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Edition</i></p> <p>Vol. 1-1      xxxvi Vol. 1-2      xxxiv Vol. 1-3      xxxiv Vol. 1.4      xxxiv Vol. 1.5      xxxiv</p> <p><b>Social Studies/Science Connection</b> <i>The Adventures of Sparrowboy</i> by J. Brian Pinkney</p> <p><i>Angel Child, Dragon Child</i> by Michele Maria Surat Garne</p> <p><i>Cornrows</i> by Camille Yarbrough</p> <p><i>Mice and Beans</i> by Pam Munoz Ryan</p> <p><i>The Giant Carrot</i> by Jan Peck</p> <p><i>Chato’s Kitchen</i> by Gary Soto</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• Harcourt</li> <li>• Guided Reading</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to learn about and use text formats; title, author, chapters, and table of contents.</p>	<p><b>English Language Learners</b> Describe in detail the parts of a book. Model the correct book handling skills. ELL students may come from backgrounds where books are written in formats that are different from those in English.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Read a book to your child. Have him/her show you the parts of a book (front, back, title)</li> <li>• Create a book with your child.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• “Guided Reading”</li> </ul>

GRADE 1: LITERACY	
1.1B OBJECTIVE: TLW demonstrate an understanding of concepts of print in guided or independent settings, for multiple purposes, while using a variety of texts.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify dialogue and story action in plays and stories.</li> </ul> <p>R.NT.01.04* R.NT.01.05* S.CN.01.02 S.DS.01.03 R.MT.01.03 R.MT.01.04</p>	<p><b>It is essential to create a literature-rich environment that</b> accurately reflects the history and cultural heritage of the students in the classrooms. Teachers should read aloud from a variety of genres that reflect multicultural perspectives.</p> <p><b>During Interactive Read Alouds and Shared Reading</b> teachers demonstrate ways to help children become familiar with dialogue and help them understanding how dialogue helps drive the story action:</p> <ul style="list-style-type: none"> <li>• Teachers demonstrate an exaggerated use of voice change for characters and narrator.</li> <li>• Teachers demonstrates how to identify dialogue in text (e.g., quotation marks, speech bubbles, or placement on page).</li> <li>• Students participate by reading in the voice of the character.</li> <li>• Puppets and Role Play.</li> </ul> <p>As students become more familiar with the process and as texts become more complex, students’ comprehension and fluency are enhanced.</p> <p><b>Use creative expression to demonstrate an understanding of</b> dialogue and story action in plays and stories. Consider using:</p> <ul style="list-style-type: none"> <li>• Readers Theater</li> <li>• Word Theater</li> <li>• Speech Bubbles – students add the words they think character(s) would say</li> </ul> <p><b>Graphic organizers and story maps are effective teaching strategies</b> that support this work and will also support students’ future writings. Consider using:</p> <ul style="list-style-type: none"> <li>• Story Links</li> <li>• Story Star</li> <li>• Five Finger Retell</li> </ul>

GRADE 1: LITERACY		
1.1B OBJECTIVE: TLW demonstrate and understanding of concepts of print in guided or independent settings, for multiple purposes, while using a variety of texts.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Edition</i></p> <p>Vol. 1-3      T36-61 Vol. 1-3      T62-87 Vol. 1-3      T144-173</p> <p><b>Social Studies/Science Connections</b> <i>Amazing Grace</i> by Mary Hoffman</p> <p><i>Frog and Toad are Friends</i> by Arnold Lobel</p> <p><i>I Want to Say I Love You</i> by Caralyn Buehner</p> <p><i>Uncle Jed’s Barbershop</i> by Margaree King Mitchel</p> <p><b>The Green Frogs: A Korean Folktale</b> by Yuni Heo</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> <li>• Read Naturally</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> </ul> <p><b>Class-Based Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> <li>• Retelling Rubric</li> <li>• Speech Bubbles – students add the words they think character(s) would say in a story.</li> <li>• MLPP</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to read a variety of drama and describe the dialogue, acts, and scenes.</p>	<p><b>English Language Learners</b> Puppets and role-play allow ELL students to actually see the story action facilitating comprehension.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b> Select a story your child knows. Stop and ask your child to supply the dialogue. Ask your child does the dialogue make sense or does it fit in the story.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• “Guided Reading”</li> <li>• “The Fluent Reader”</li> <li>• “Mosaic of Thought”</li> <li>• “Reading With Meaning”</li> <li>• “The Power of Retelling”</li> </ul>

**GRADE 1: LITERACY**

**1.2A OBJECTIVE: TLW increase fluency and construct meaning by incorporating phonetic skills including selected word families, consonants, and vowels sounds while reading.**

**Performance Content**

**Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**

COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

By the end of grade 1 students will be able to:

R.NT.01.04\*

R.WS.01.01

R.WS.01.02

- Read one-syllable and high frequency sight words.

R.WS.01.03

- Identify initial, medial, and final sounds including blends, digraphs.

R.WS.01.04

- Use knowledge of speech and print to read regular one-syllable words.

R.WS.01.05

- Use voice marks at the end of sentences to guide fluent oral reading and as clue to meaning.

R.WS.01.06

- Categorize common words into basic categories based on sound features and sound/symbol representations.

R.WS.01.07\*

- Demonstrate correspondence between consonant and short-vowel sounds to letter symbols.

W.SP.01.01

- Segment and blend sequences of sounds to decode words (e.g., blends, digraphs and r control vowels).

W.SP.01.02

- Produce speech sounds that correspond to written letter symbols and letter combinations.

W.HW.01.01

- Produce a series of rhyming words.

R.FL.01.01

- Produce speech sounds associated with all individual letter symbols and letter combinations for digraphs, blends and r control vowels.

W.AT.01.01

- Demonstrate understanding of syllables in a word.

R.WS.01.08

- Decode and encode words containing digraphs, consonant blends/clusters, short vowels, silent e and r control vowels.

**The purpose of this Standard Statement is to** ensure that students have a well-designed phonics program in which students refine their knowledge of letters and sounds, acquire a solid core of high frequency words, and learn strategies for analyzing words according to their spelling patterns.

**Directly teach, model and demonstrate** structural features and word solving strategies in modeled writing, interactive writing, and shared reading.

**Word solving strategies include:** thinking about how words sound, look, what they mean, using what you know about a word that connects to a new word, using materials to learn more (list, chart). Students practice these word-solving skills in guided reading groups. Students practice applying word solving strategies in daily independent writing.

**Sight words and high frequency words should be learned through** a variety of interactive activities with a Word Wall. High frequency and sight words are: the words needed to make up many of the words first graders will read and write; the words that occur most frequently in oral language, reading and writing.

**Students must learn to recognize at least 100 sight words in first grade.**

**Provide daily opportunities for word study teaching experiences** designed to help learners build understanding about how letters, sounds and words work.

- **Rhythmic language provides opportunities for** students to hear similarities and differences in sound patterns. In student’s literary heritage there are a variety of jump rope jingles, chants, and rhymes that help them attend to sound patterns in word study.
- **Word Study experiences that** include songs, hand clapping, movement, call/response and games are especially effective in developing early reading skills.
- **Making Words is a word study activity in which** students manipulate and arrange letters to make words. Students learn to look for patterns in words and learn how changing just one letter or its location in the word changes the whole word.
- **Word Sorting is a word study activity in which** students compare, contrast, and sort words according to specific features, such as sound features.

**Create charts** and displays of words, Interactive word charts provide a rich context for active, ongoing learning that meets the needs of all learners.

- words with specific letter sounds such as: begins with pr, words with sound of e in bed.
- words with one syllable, two syllables
- theme words, such as family words (mother, father, sister)
- words with double letters (mitten, carrot)
- words that rhyme (book, look)

**Chart** with chants, songs, poems and rhymes provide engaging predictable text for shared reading and text for exploring word-solving strategies.

GRADE 1: LITERACY		
1.2A OBJECTIVE: TLW increase fluency and construct meaning by incorporating phonetic skills including selected word families, consonants, and vowels sounds while reading.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher's Edition</i></p> <p>Vol. 1-1 T42-45 Vol. 1-1 T136-139 Vol. 1-2 T102-105 Vol. 1-3 T30-33 Vol. 1-3 T106-109 Vol. 1-3 T138-141 Vol. 1-4 T30-33 Vol. 1-4 T210-213 Vol. 1-5 T150-153 Vol. 1-5 T212-215</p> <p><i>Social Studies/Science Connection</i></p> <p><b>The Kingfisher Playtime Treasure: A Collection of Playground Rhymes, Games and Action Songs</b></p> <p><i>Pass It On: African-American Poetry for Children</i></p> <p><i>Pio Peep! Traditional Spanish Nursery Rhymes</i></p> <p><i>Sing to the Stars</i> By Mary Brigid Barrett</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> <li>• Road to the Code</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> <li>• MLPP</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to read and write poetry using a variety of structures.</p>	<p><b>English Language Learners</b> ELL students may not hear phonemes which do not exist in their first language. Students need multiple instructional opportunities through games, songs, poems, and rhymes.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Read and dramatize familiar nursery rhymes to your child.</li> <li>• Play rhyming games: Parent reads a familiar rhyme, parent rereads and leaves out the last word of every other line. Child fills in last word.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• "Guided Reading"</li> <li>• "Mosaic of Thought"</li> <li>• "Reading With Meaning"</li> <li>• "The Fluent Reader"</li> </ul>

**GRADE 1: LITERACY**

**1.2B OBJECTIVE: TLW read critically in all content areas. Identify and use a variety of media to gain information (e.g., computer, tape recorder, television, videos, filmstrips, films). The learner will identify and use a variety of media to gain information (e.g., computer, tape recorder, television, videos, filmstrips, films)**

**Performance Content Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**  
 COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

By the end of grade 1 students will be able to:

- Use electronic media to develop a project consisting of illustrations, words, and sentences.
- Identify type of media to be used for a specific task.
- Identify and discuss different techniques used in television programs and distinguish facts from make-believe.
- Differentiate between different types of media projects and identify the characteristics of each.

L.RP.01.01  
 L.RP.01.03  
 R.CM.01.02\*

**Introduce various types of media** (e.g., video, tape recorder, computer, television, radio) when appropriate during your regular classroom instruction.

- Use videos or filmstrips to accompany a social studies or science lesson.
- Compare a video to a book of the same title
- Listen to stories on tape, CD or computer
- Use the computer to convey a message or response.

**Model how to gain information** from each source and relate it to student learning during modeled, shared and interactive writing lessons as well as discussions.

**Select and view appropriate television** segments or programs to help students discuss and distinguish between facts and make-believe. Explore the role of characters, sound, music, and props in conveying fact and make-believe.

**This standard can be supported** by producing a classroom project, which results from content inquiry. The project is a collaborative effort involving the teacher and students in all phases of the investigation that lead to the completion of the project.

**Brainstorm a list of possible topics of interest** for projects.

- Consider topics related to science or social studies
- Read a variety of books on the selected topics
- Decide which topic to develop into a class project

**Model, Think Aloud and demonstrate** how to gather and organize the information from books and from appropriate media resources.

- Internet sites
- Videos
- Films

**Model, Think Aloud and demonstrate** how to use the computer to generate the project. One effective computer program is:

- Kidspiration

GRADE 1: LITERACY		
1.2B OBJECTIVE: TLW increase fluency and construct meaning by incorporating phonetic skills including selected word families, consonants, and vowels sounds while reading.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Edition</i></p> <p>Vol. 1-1 T10-27 Vol. 1-1 T48-65 Vol. 1-2 T84-107 Vol. 1-3 T134-161 Vol. 1-4 T66-97 Vol. 1-5 T8-37 Vol. 1-5 T156-185</p> <p><b>Social Studies/Science Connection</b> <b>Rabbit Makes a Monkey Out of Lion</b> by Verna Aardema</p> <p><i>Thundercake</i> by Patricia Polacco</p> <p><i>Saturday Sancocho</i> by Leyla Torres</p> <p><b>Shades of Black: A Celebration of Our Children</b> by Sandra Pinkney</p> <p><i>The Squiggle</i> by Carole Lexa Schaefer</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• Harcourt</li> <li>• Guided Reading</li> <li>• Read Naturally</li> <li>• Road to the Code</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Make Tests</li> <li>• MLPP</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to read multi-syllable words, use phonetic elements to decode and encode unfamiliar words, read compound words, contractions, possessives, and words with inflectional endings.</p>	<p><b>English Language Learners</b> Activities in which students use familiar word parts to figure out unknown words are helpful for ELL students. This instruction may be provided through the use of word families such as –at, -et, -in.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b> If your child gets stuck on a word, help him figure it out by asking him:</p> <ul style="list-style-type: none"> <li>• “What would make sense?”</li> <li>• “Does it look like the word you said?”</li> <li>• “Look at the picture to see if it can help you.”</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• “Guided Reading”</li> </ul>

GRADE 1: LITERACY	
1.2C OBJECTIVE: TLW increase fluency and construct meaning by incorporating phonetic skills including selected word families, consonants, and vowels sounds while reading.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify the literary devices in rhyme, repetition, rhythm and patterns.</li> </ul> <p>R.WS.01.01* R.WS.01.02* R.WS.01.03* R.WS.01.04* R.WS.01.07* R.NT.01.01 R.NT.01.02 R.CM.01.01 R.CM.01.02 R.CM.01.04 R.MT.01.03 R.MT.01.04 L.RP.01.02</p>	<p><b>The purpose of this standard is to study how authors use language</b> to make more pleasurable, meaningful stories and to recognize how literary devices support comprehension.</p> <p><b>The primary goal for using familiar rhymes, poems, and songs</b> is to help children hear, identify and manipulate enjoyable pieces of language.</p> <p><b>Teachers should select</b> rhymes, books, poems, chants, songs, and raps that are inclusive and do not promote stereotypes of any cultural group.</p> <p><b>Rhythmic language provides opportunities for students to hear</b> similarities and differences in sound patterns. In everyone’s literary heritage there are a variety of jingle, chants, and rhymes that when identified, can be used to help students relate to these literary devices. Encourage students to share rhymes used in games they play (e.g., jump rope rhymes, hand clapping games).</p> <p><b>Encourage students to share</b> rhymes they have heard at home in languages other than English.</p> <p><b>Word play to identify literary devices</b> is also important in supporting phonemic awareness and developing the print sound code (letter sound match). Students recite and clap along as they chant tongue twisters, nursery rhymes, songs, poems. (e.g., Miss Mary Mack – the clap is on “ack” rhymes).</p> <p><b>During Read Alouds and Shared Reading</b> the teacher reads aloud from picture books, poems, chants, songs and raps and asks students to identify the rhyme, rhythm, repetitions or patterns in the text.</p> <p><b>In Shared, Interactive, and Independent Writing create text</b> that uses the literary devices, either as innovations of a favorite story or as new stories.</p> <p><b>Reading</b> nursery rhymes, chants, or books (e.g., Dr. Seuss) helps develop an understanding that words are made up of sounds and that sounds can be changed to make different words.</p> <p><b>Activities</b> to help students identify rhyme, rhythm, repetition or patterns are:</p> <ul style="list-style-type: none"> <li>• clap or march to the words in nursery rhymes or poems</li> <li>• word substitution within familiar rhymes (e.g., Mary had a little lamb, leads to, Mary had a little house)</li> <li>• adding or deleting or replacing words in songs</li> <li>• mime favorite nursery rhymes</li> </ul> <p><b>Provide opportunities for students to independently read books</b> that use various the literary devices and then ask them to share with others the devices they identified.</p>

GRADE 1: LITERACY		
1.2C OBJECTIVE: TLW increase fluency and construct meaning by incorporating phonetic skills including selected word families, consonants, and vowels sounds while reading.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher's Edition</i></p> <p>Vol. 1-1 T42-45 Vol. 1-1 T136-139 Vol. 1-2 T102-105 Vol. 1-3 T30-33 Vol. 1-3 T106-109 Vol. 1-3 T138-141 Vol. 1-4 T30-33 Vol. 1-4 T210-213 Vol. 1-5 T150-153 Vol. 1-5 T212-215</p> <p><b>Social Studies/Science Connection</b> <b>The Kingfisher Playtime Treasury: A Collection of Playground Rhymes, Games and Action Songs</b></p> <p><b>Pass It On: African-American Poetry for Children</b></p> <p><b>Pio Peep! Traditional Spanish Nursery Rhymes</b></p> <p><b>Brown Bear, Brown Bear, What Do You See?</b> <i>by Bill Martin, Jr.</i></p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> <li>• Road to the Code</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> <li>• MLPP</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to write stories using literary devices of rhyme, rhythm, and patterns.</p>	<p><b>English Language Learners</b> Select rhymes, poems, and songs which reflect the cultural and linguistic background of the students.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Read and dramatize familiar nursery rhymes to your child.</li> <li>• Recite nursery rhymes with your child while you are in the car, while giving him/her a bath or while cooking dinner.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• "Guided Reading"</li> <li>• "Mosaic of Thought"</li> <li>• "Reading With Meaning"</li> </ul>

GRADE 1: LITERACY	
1.2D OBJECTIVE: TLW increase fluency and construct meaning by incorporating phonetic skills including selected word families, consonants, and vowels sounds while reading.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: <small>COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP</small>
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify and complete predictable language patterns (e.g., pattern books, predictable books, nursery rhymes).</li> </ul> <p>R.WS.01.03* R.WS.01.04* R.WS.01.07* R.WS.01.08* R.WS.01.11 R.WS.01.12 R.NT.01.01 R.NT.01.02 R.NT.01.05 R.CM.01.01 R.CM.01.02 R.CM.01.04 R.MT.01.06 R.MT.01.08 R.MT.01.09 R.MT.01.10 S.DS.01.03 L.RP.01.01 L.RP.01.03</p>	<p><b>It is essential to create a literature-rich environment that</b> accurately reflects the history and cultural heritage of the students in the classrooms.</p> <p><b>Read Alouds and Shared Reading:</b> The focus of any reading instruction should be on finding the meaning in stories. Predictable books use rhyme and rhythm, repetition, picture support, cumulative pattern, and familiar sequence to help students read with greater ease.</p> <p><b>Nursery rhymes</b> and predictable books with repetitive patterns help students develop sight vocabulary, reading fluency and the ability to recognize and use rhymes. Word learning may be enhanced by the manner in which a predictable text is used and by the follow-up strategies that are used.</p> <p><b>Effective developmental strategies include:</b></p> <ul style="list-style-type: none"> <li>• <b>Text Innovation:</b> Using a familiar pattern book, students are asked to create their own story using the pattern from the text. Teachers demonstrate this process during modeled, shared, and interactive writing e.g., <i>Brown Bear, Brown Bear</i>, becomes “Pink Pig, Pink Pig”)</li> <li>• <b>Cloze Activities:</b> Teacher guided reading of text in which keywords relating to the pattern or rhyme have been omitted and must be provided by students (e.g., Jack and Jill went up the _____).</li> </ul> <p><b>Both of these strategies support strategic reading.</b> The use of predictable books support students’ integration of the three-cueing systems to make meaning. When choosing the appropriate word, students think about:</p> <ul style="list-style-type: none"> <li>• what makes sense (M = meaning)</li> <li>• what sounds right (S = structure)</li> <li>• what looks right (V = visual)</li> </ul> <p><b>Word play remains important in supporting phonemic awareness</b> and developing the print sound code (letter sound match). Teachers provide opportunities for students to manipulate and complete familiar rhymes and patterns.</p> <p><b>Consonant Substitution Games:</b> In the game the initial consonant is changed and a new word is formed using the same letter chunk (known as dependable rhyme).</p> <ul style="list-style-type: none"> <li>• cat, bat, hat...</li> <li>• pig, fig, wig...</li> </ul>

GRADE 1: LITERACY		
1.2D OBJECTIVE: TLW increase fluency and construct meaning by incorporating phonetic skills including selected word families, consonants, and vowels sounds while reading. The Learner will identify and use a variety of media to gain information (e.g., computer, tape recorder, television, videos, filmstrips, films).		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Edition</i></p> <p>Vol. 1-2 T58E Vol. 1-3 T36M, 105K, 143M Vol. 1-5 T121A Vol. 1-3 T36F Vol. 1-3 T35C Vol. 1-5 T68E Vol. 1-5 T155B</p> <p><b>Social Studies/Science Connection</b> <b>Cendrillon: A Caribbean Cinderella</b> by Robert D. San Souci</p> <p><b>My Brother Martin: A Sister Remembers Growing Up With the Rev. Dr. Martin Luther King, Jr.</b> by Christine King Farris</p> <p><b>Tallchief: America’s Prima Ballerina</b> by Maria Tallchief</p> <p><i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. (audio version)</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> </ul>	<p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Student/Teacher Conferences</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to use electronic media to develop illustrations and text-based stories and informational writing.</p>	<p><b>English Language Learners</b> Provide opportunities for ELL students to create media projects which are culturally relevant to their backgrounds. Allow students in a class to use media to celebrate their diversity.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Have your child “play” learning games on a web site such as <a href="http://www.pbskids.org">www.pbskids.org</a>.</li> <li>• Tape your child reading a book.</li> </ul>

**GRADE 1: LITERACY**

**1.3A OBJECTIVE: TLW identify texts as narrative or expository by focusing on the story elements and expository features.**

**Performance Content**

**Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**

COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

By the end of grade 1 students will be able to:

■ Identify the purpose of text using illustrations and text format clues.

- R.NT.01.01\*
- R.NT.01.02\*
- R.NT.01.04\*
- R.NT.01.05\*
- R.IT.01.01\*
- R.IT.01.03\*
- R.IT.01.04\*
- R.CM.01.01
- R.CM.01.02
- R.CM.01.03
- R.CM.01.04
- R.CM.01.05
- R.CM.01.06
- R.CM.01.07
- R.CM.01.08
- R.CM.01.09
- R.MT.01.01
- R.MT.01.02
- R.MT.01.03
- R.MT.01.04
- R.MT.01.05
- R.MT.01.06
- R.MT.01.07
- R.MT.01.08
- R.MT.01.09
- R.MT.01.10
- R.MT.01.11
- L.RP.01.01
- L.RP.01.02
- L.RP.01.03
- L.CN.01.06
- L.CN.01.07
- L.CN.01.08
- L.CN.01.09

**It is essential to create a literature-rich environment that** accurately reflects students’ cultural heritage and the contributions of various ethnic, racial and cultural groups. Research suggests student self-esteem is strengthened when students see and read about the contributions made by their own cultural group to the history and culture of the United States.

**There are three essential purposes for reading:**

- **Reading for literary experience** (To tell a story and for enjoyment)  
picture books, poems, fairy-tales, short stories
- **Reading for information**  
magazines, newspapers, and informational picture books
- **Reading to perform a task**  
directions for games, schedules, recipes

Students think and use text differently depending on the types and their purpose. Include everyday texts used in home school and community such as announcements, advertisements, instructions, labels, and captions.

**Think Aloud/Modeling is a procedure in which** the teacher demonstrates a literacy task as the students are observing exactly what the task involves. The teacher uses clear demonstrations and explicit language to promote learning at the proficient level. This gives children a clear idea of what they will be expected to do independently after they have had many opportunities to practice the task with the teacher.

**Prior to reading:** Throughout the day, establish a purpose for reading and model the selection process using a variety of books, drawing attention to the illustrations and text format clues. Think Aloud your reasoning for choice.

**Illustrations refer to** pictures, charts, graphs.

**Text Format Clues refer to** title, headings, chapters, table of contents, labels, and captions.

**Prior to and during Read Aloud and Shared Reading** draw attention to the illustrations and text format clues and demonstrate how these features give information about the purpose of the text. Use questions, illustrations and predictions to identify the purpose of text.

Activities to help children identify the purpose of text:

- Book Talk
- Picture Walk
- Retelling using format features

**Book Talks and written responses provide opportunities for** students to use their understanding of text features and illustrations as it relates to text purpose.

**During Guided Discussion students demonstrate** their understanding of the purposes of text. These occur daily during whole group and small group discussions.

GRADE 1: LITERACY		
1.3A OBJECTIVE: TLW identify texts as narrative or expository by focusing on the story elements and expository features.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher's Edition</i></p> <p>Vol. 1-1 T42-44 Vol. 1-1 T90-93 Vol. 1-1 T136-139 Vol. 1-2 T26-29 Vol. 1-2 T102-105 Vol. 1-3 T138-141 Vol. 1-3 T166-169 Vol. 1-4 T30-33 Vol. 1-4 T92-95 Vol. 1-5 T60-63</p> <p><b>Social Studies/Science Connections</b> <i>Allie's Basketball Dream</i> by Barbara E. Barber</p> <p><i>Beto and the Bone Dance</i> by Gina Freschet</p> <p><i>By a Blazing Blue Sea</i> by S.T. Garne</p> <p><i>Dancing in the Wings</i> by Debbie Allen</p> <p><i>Kangaroo and Cricket</i> by Lorianne Siomands</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> <li>• Retelling Rubric</li> <li>• MLPP</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to produce work in one genre form to identify and use conventions of that genre.</p>	<p><b>English Language Learners</b> When explaining conventions, it is best to use a genre that reflects the cultural heritage of the ELL students. Allow students to compare fairy tales from different countries.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b> Keep old clothes to make a "Character Bag" for costume dress-ups of your child's favorite characters. Have other family members guess his or her identify.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• "Mosaic of Thought"</li> <li>• "Reading With Meaning"</li> <li>• "Guided Reading"</li> </ul>

**GRADE 1: LITERACY**

**1.3B OBJECTIVE: TLW identify texts as narrative or expository by focusing on the story elements and expository features.**

**Performance Content Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**

COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

By the end of grade 1 students will be able to:

- **Retell a story in a logical and sequential order including some detail from text.**
- Identify the major ideas in a story.
- Connect the new information or ideas in a story to real life events.
- **Answer and construct questions using keywords and discussion**
- Reread sentences to clarify meaning.
- **Support answers and conclusions by locating key words from the text and evidence from the illustrations.**

- R.NT.01.02\*
- R.IT.01.01\*
- R.NT.01.01
- R.NT.01.03
- R.NT.01.04
- R.NT.01.05
- R.IT.01.02
- R.IT.01.03
- R.IT.01.04
- R.CM.01.01
- R.CM.01.02
- R.CM.01.03
- R.CM.01.04
- R.CM.01.05
- R.CM.01.06
- R.CM.01.07
- R.CM.01.08
- R.CM.01.09
- L.RP.01.01
- L.RP.01.03

**The purpose of this Standard Statement is to ensure that students have strategies to comprehend text and use the ideas and information that they learn.**

Students should be able to:

- use sequence to comprehend text (e.g., beginning, middle, end)
- identify major ideas or events
- make connections to themselves, other books, and the real world
- make and revise predictions using evidence from the text
- explain and examine their reasons for observations and conclusions

**Encourage students** to make personal connections between text and prior experiences.

These important first connections set the stage for growth in curiosity, making predictions and expanding the scope of interests. Use both fiction and nonfiction text to practice making personal connections using discussion and written response.

- It reminds me of...
- Characters and Me

**Fiction refers to narrative text that include**

- stories, personal narratives, plays, poetry and songs
- fairy tales and folk tales
- fantasy (a make-believe story with fanciful or supernatural elements)
- fables (usually a story with talking animals that ends with a moral)

Fiction may be used to inform, entertain, engender emotion, involve the reader’s reflection and extend the reader’s imagination.

**Nonfiction** refers to factual writing forms that inform, instruct, explain, persuade, or recount. Forms include biography, directions, recipes, surveys, advertisements, commercials and directions for games.

**Prior to reading, model the use of previewing strategies** showing how text features highlight important ideas and how these features help students make predictions about the text. Model using Think Aloud to preview text using illustrations, italics and special fonts, captions, titles and headings, charts, tables, word bubbles.

**Activate prior knowledge about a text topic** by posing questions, visualizing an experience, using graphic organizers or charts.

**During Shared Reading, model and use Think Aloud** strategies to clarify meaning by rereading, and to support answers to questions posed. Students demonstrate this skill during guided reading.

**After Reading** strategies enable students to retell and extend meaning.

- Readers Theater
- Retelling with puppets
- Five Finger Retelling
- Graphic Organizers: flow charts, labeled drawings, Venn Diagrams
- Draw Pictures to show sequence or important events or ideas.
- Reread to identify the main idea or theme. Show how details support the main idea through keywords, sequences and illustrations.

GRADE 1: LITERACY		
1.3B OBJECTIVE: TLW identify texts as narrative or expository by focusing on the story elements and expository features.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Edition</i></p> <p>Vol. 1-2 T8-31 Vol. 1-2 T108-134 Vol. 1-3 T36-61 Vol. 1-3 T62-87 Vol. 1-3 T88-111 Vol. 1-3 T144-173 Vol. 1-5 T68-97 Vol. 1-5 T98-123 Vol. 1-5 T186-217</p> <p><b>Social Studies/Science Connection</b> <i>Brave Highland Heart</i> by Heather Kellerhals-Stewart</p> <p><i>The Caged Birds of Phnom Penh</i> by Frederick Lipp</p> <p><i>Chang’s Paper Pony</i> by Eleanor Coerr</p> <p><i>Just Us Women</i> by Jeannette Franklin Caines</p> <p><i>Saturday at the New You</i> by Barbara Barber</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> <li>• Read Naturally</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> <li>• DIBELS-ORF, RTF</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> <li>• Retelling Rubric</li> <li>• MLPP</li> </ul> <p>For Students on the Advanced Level Provide opportunities for students to retell stories, detailing the characters, setting and plot. Write responses to reading that includes comparisons of characters, settings, and plots across texts.</p>	<p><b>English Language Learners</b> ELL students should be encouraged to demonstrate comprehension of a story through role-play.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b> Read a story out loud to your child asking him/her to think about what is being read. Stop at intervals and ask a question such as, “How do you think the dog felt?” “Why was the elephant sad?”</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• “Mosaic of Thought”</li> <li>• “Reading With Meaning”</li> <li>• “Guided Reading”</li> <li>• “The Power of Retelling”</li> </ul>

**GRADE 1: LITERACY**

**1.3C OBJECTIVE: TLW identify texts as narrative or expository by focusing on the story elements and expository features.**

**Performance Content Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**

COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

By the end of grade 1 students will be able to:

■ Identify the conventions of a variety of genre.

- R.NT.01.02\*
- R.IT.01.01\*
- R.NT.01.01
- R.NT.01.03
- R.NT.01.05
- R.IT.01.03
- R.IT.01.04
- R.CM.01.01
- R.CM.01.02
- R.CM.01.04
- L.RP.01.01
- L.RP.01.03

**Read a variety of genre during Read Alouds**, shared reading, guided reading and independent reading. This includes fiction and nonfiction.

- Fantasy – make-believe story with fanciful or supernatural elements.
- Fables – usually a story with talking animals that ends with a moral.
- Fairy tales – usually begin with “Once upon a time...” have an element of magic and frequently involves the number 3 (Three Little Pigs, three wishes).
- Folk tales – have no single author as they were commonly passed along by word of mouth. They are the creation of an entire culture and therefore belong to everyone.
- Realistic fiction – stories that might have really happened.
- Historical fiction – stories set in a real historical era and includes historical and fictional characters.
- Plays – stories that can be performed for an audience, are divided into scenes and include dialogue, directions and action.
- Nonfiction – tells facts about real people, places, animals and things. Includes biographies, informational texts, articles, and advertisements.

**When introducing a new genre** teach the conventions of that genre.

**Before Shared Reading and Read Alouds**, identify the type of text being used and the characteristics of that text. For example, when introducing a realistic fiction piece, remind students that this genre uses fictional characters in a situation that might occur in real life. Teach students that realistic fiction follows the same story elements of other fictional texts (e.g., characters, setting, plot, and theme)

**Incorporate Read Alouds that reflect a variety of genre.**

**Before guided reading**, review and identify the conventions of the genre being read during the book introduction.

**During reading conferences and guided reading**, have students identify the conventions of the genre to assess their understanding.

GRADE 1: LITERACY		
1.3C OBJECTIVE: TLW identify texts as narrative or expository by focusing on the story elements and expository features.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Edition</i></p> <p>Vol. 1-1 T48-71 Vol. 1-2 T84-107 Vol. 1-2 T134-161 Vol. 1-3 T112-143 Vol. 1-5 T8-37 Vol. 1-5 T124-155 Vol. 1-5 T218-251</p> <p><b>Social Studies/Science Connection</b> <i>Chickens Aren’t the Only Ones</i> by Ruth Heller</p> <p><i>A Snowy Day</i> by Ezra Jack Keats</p> <p><i>Clara Caterpillar</i> by Paula Duncan Edwards</p> <p><i>More Than Anything Else</i> by Marie Bradby</p> <p><i>Dear Benjamin Banneker</i> by Andrea David Pinkney</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> <li>• Retelling Rubric</li> <li>• MLPP</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to read a variety of fiction and nonfiction texts and demonstrate comprehension in many different ways; the arts and writing.</p>	<p><b>English Language Learners</b> Exposing ELL students to a variety of books will increase their knowledge and understanding of the differences between fiction and nonfiction.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)]</p> <p>For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Read aloud daily to your child, pointing out which selections are fiction or nonfiction.</li> <li>• Provide a literature-rich environment for your child by borrowing fiction and nonfiction books from the library.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• “Mosaic of Thought”</li> <li>• “Reading With Meaning”</li> <li>• “Guided Reading”</li> <li>• “The Power of Retelling”</li> </ul>

**GRADE 1: LITERACY**

**1.3D OBJECTIVE: TLW identify texts as narrative or expository by focusing on the story elements and expository features.**

**Performance Content**

**Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**

COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

By the end of grade 1 students will be able to:

■ Describe the characters and setting indicating impact on the main idea of the story.

- R.NT.01.03\*
- R.NT.01.04\*
- R.NT.01.01
- R.NT.01.02
- R.NT.01.05
- R.CM.01.01
- R.CM.01.02
- R.CM.01.03
- R.CM.01.04
- R.CM.01.05\*
- R.CM.01.06\*
- R.CM.01.07\*
- R.CM.01.08
- R.MT.01.08\*
- S.DS.01.01
- S.DS.01.02
- S.DS.01.04
- R.WS.01.09
- R.WS.01.10
- R.WS.01.11
- R.WS.01.12

**It is essential to create a literature-rich environment that accurately reflects** the history and cultural heritage of the students in the classrooms. Students should read, and be read to, from a rich array of fiction/narratives that reflect multicultural characters and variety of settings.

**Prior to and during Read Aloud and Shared Reading,** draw attention to the setting and characters and their impact on the story.

- During book introduction, activate prior knowledge and encourage students to make predictions about the text by previewing the text’s illustrations and posing questions.
- Highlight new vocabulary that enhances the description of characters and settings.

**Characters are the people and/or animals portrayed in a story.** The writer reveals characters by telling us:

- what they say or think
- how they look
- their relationships with other characters
- what they do

**Activities** to help children describe characters include:

- drawing characters and writing captions
- writing dialogue and/or thought bubbles for characters
- making stick puppets

**Setting is the time and place in which the story takes place** and usually has an effect on the character and story action.

- Time – time of day, season, past, present, future.
- Place – from geographic location to a specific room in a house.
- Learn about setting through the author’s words and illustrations.

**Activities to help children focus on setting include:**

- drawing the setting and explaining it in writing.
- changing the setting and explaining the effects of the change.
- pantomime or a reenactment of the story in a setting.

**During Guided Discussion** students demonstrate their understanding of the main idea and the role of character and setting. These discussions occur daily in whole group and small group activities.

**After Reading:**

Graphic organizers and Story Maps are effective teaching tools to help students describe character and setting. These tools can also be used to support their writing. Some effective graphic organizers are:

- My Character and Me
- Character Pop-Ups
- Character Web
- Story Links
- Story Star

**Book talks and written responses provide** opportunities for students to use their understanding of character and setting as it relates to the main idea.

GRADE 1: LITERACY		GRADE 1: LITERACY
1.3D OBJECTIVE: TLW identify texts as narrative or expository by focusing on the story elements and expository features.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher's Edition</i></p> <p>Vol. 1-1 T28-41 Vol. 1-1 T72-89 Vol. 1-3 T8-35 Vol. 1-3 T144-173 Vol. 1-5 T156-185</p> <p><b>Social Studies/Science Connection</b> <i>Africa Dream</i> by Eloise Greenfield</p> <p><i>Aiko's Flowers</i> by Rui Umezawa</p> <p><i>I Want To Say I Love You</i> by Caralyn Buehner</p> <p><i>Mama and Papa Have a Store</i> by Amelia Lau Carling</p> <p><i>Max Found Two Sticks</i> by Brian J. Pinkney</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> <li>• Read Naturally</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> <li>• DIBELS-ORF, RTF</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> <li>• MLPP</li> <li>• Interactive Writing</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to learn about various text types (literary, informational) and their purpose.</p>	<p><b>English Language Learners</b> Previewing the purpose of text, pictures and vocabulary before reading will support comprehension particularly for ELL students. Have them set a purpose for read: I want to know_____.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b> Show your child the cover of a new book. Based on the cover, ask what he things the book is about and why.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• "Mosaic of Thought"</li> <li>• "Reading With Meaning"</li> <li>• "The Power of Retelling"</li> <li>• "Guided Reading"</li> </ul>

**GRADE 1: LITERACY**

**1.3E OBJECTIVE: TLW identify texts as narrative or expository by focusing on the story elements and expository features.**

<p><b>Performance Content Descriptors</b> (MDE Academic Objectives and tested on MEAP)</p>	<p><b>LITERACY INSTRUCTIONAL MODEL:</b> COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP</p>
<p><b>RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE</b></p>	
<p>By the end of grade 1 students will be able to:</p> <p>■ Read both fiction and nonfiction.</p> <p>R.NT.01.01* R.NT.01.02 R.NT.01.03 R.NT.01.04 R.NT.01.05 R.IT.01.01* R.IT.01.02 R.IT.01.03 R.IT.01.04 R.CM.01.01 R.CM.01.02 R.CM.01.04 S.DS.01.01 S.DS.01.02 S.DS.01.03 S.DS.01.04 L.RP.01.01 L.RP.01.03</p>	<p><b>It is essential to create a literature-rich environment</b> that accurately reflects the history and cultural heritage of the students in the classroom. Teachers Read Aloud from a variety of genres that reflect multicultural perspectives.</p> <p><b>During Interactive Read Alouds and Shared Reading</b> teacher reads both fiction and nonfiction texts. Students read fiction and nonfiction books daily during independent reading time. Encourage students to reread, discuss and respond to books. Some effective ways are:</p> <ul style="list-style-type: none"> <li>• Book talks</li> <li>• Response journals</li> <li>• Guided discussions</li> <li>• Buddy reading</li> <li>• Readers Theater</li> <li>• Learning logs</li> <li>• Art projects</li> <li>• Illustrated report</li> </ul> <p><b>Fiction texts characteristics are:</b></p> <ul style="list-style-type: none"> <li>• predictable story structure</li> <li>• setting</li> <li>• character development</li> <li>• plot</li> <li>• events</li> </ul> <p><b>Nonfiction texts allow students to draw on their prior</b> knowledge and experiences to construct meaning. Using nonfiction texts allows students to broaden their world experience and increase their conceptual knowledge and vocabulary.</p> <p><b>Nonfiction characteristics are:</b></p> <ul style="list-style-type: none"> <li>• photographs, illustrations, diagrams, maps, charts</li> <li>• captions, labels</li> <li>• features real people, places, things, and events</li> <li>• text features (table of contents, glossaries, headings)</li> </ul> <p><b>Use Twin Texts, a fiction and a nonfiction book on the same topic.</b></p> <ul style="list-style-type: none"> <li>• <i>Stellaluna</i>, Cannon and <i>Bats</i>, Bland</li> <li>• <i>Red Leaf, Yellow Leaf</i>, Ehlert and <i>Why Do Leaves Change Color?</i> Maestra</li> <li>• <i>The Butter Battle Book</i>, Dr. Seuss and <i>Always to Remember: The Story of the Vietnam Veterans Memorial</i>, B &amp; J Ashabranner</li> </ul> <p><b>Interactive class strategies that support comprehension</b> of fiction and nonfiction are:</p> <ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• Webbing</li> <li>• KWL Plus</li> <li>• Feature Analysis Chart</li> </ul>

GRADE 1: LITERACY		
1.3E OBJECTIVE: TLW identify texts as narrative or expository by focusing on the story elements and expository features.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Edition</i></p> <p>Vol. 1-3            T112-143 Vol. 1-4            T124-153</p> <p><b>Social Studies/Science Connection</b> <i>A Picture Book of Harriet Tubman</i> by David Adler</p> <p><b>Shades of Black: A Celebration of our Children</b> by Sandra Pinkney</p> <p><i>The Story of Noodles</i> by Ying Chang Compestine</p> <p><i>All the Colors of the Race</i> by Arnold Adoff</p> <p><i>Brown is Black is Tan</i> by Arnold Adoff</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> <li>• Read Naturally</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> <li>• DIBELS-ORF, RTF</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubric</li> <li>• MLPP</li> </ul> <p><b>For students on the Advanced Level</b> Provide opportunities for students to explain the differences between fiction and nonfiction text and to summarize the major ideas and theme of a story.</p>	<p><b>English Language Learners</b> Enactments such as dramatizations, simulations, and role plays give ELL students opportunities to deepen, extend, and demonstrate their understanding of text.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b> Read fables like <i>The Lion and the Mouse</i> or stories about real animals. Have your child tell which is real or not and why.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• “Mosaic of Thought”</li> <li>• “Reading With Meaning”</li> <li>• “Guided Reading”</li> <li>• “The Power of Retelling”</li> </ul>

**GRADE 1: LITERACY**

**1.4A OBJECTIVE: TLW use a variety of text to construct meaning by utilizing reading strategies while reading fluently and with expression.**

**Performance Content Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**

COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

By the end of grade 1 students will be able to:

- Monitor predictions while reading
- Reread and self-correct word recognition errors while reading.

R.MT.01.01\*  
L.RP.01.03  
R.CM.01.05  
S.CN.01.0

**It is essential to create a literature-rich environment that** accurately reflects students’ cultural heritage and the contributions of various ethnic, racial and cultural groups. Research suggests student self-esteem is strengthened when they see and read about the contributions made by their own cultural group to the history and culture of the United States.

**The purpose of these content descriptors is to** ensure that students develop self-monitoring (checking on oneself) strategies in word solving. These strategies are important for students as they become independent readers and writers who can use the knowledge in flexible ways.

**During Shared Reading model the strategies that good readers use.**

**Build** a “Strategies Good Readers Use” chart. Add each strategy to the chart after it is introduced, modeled and practiced.

- Look for patterns.
- Look for word parts.
- Think about words that sound the same.
- Think about words that look the same
- Check to see if words look right.
- Think about what words mean.
- Look for words in the classroom.

**During Guided Reading, observe students** as they practice and apply (self-monitor) their word recognition skills.

**Students self-monitor when they:**

- notice when words don’t look right, sound right or make sense.
- know how to search for more information in reading and writing.
- know how to use what they know to figure out what they do not know.
- know when to ask for help.
- know when and how to look for answers in multiple sources such as: charts, Word Wall, or dictionary

**Activities that develop self-monitoring skill include:**

- Cloze activities
- Guess the Covered Word

**Prior to reading,** Think Aloud and model making predictions about texts and vocabulary using picture and structural clues.

GRADE 1: LITERACY		
1.4A OBJECTIVE: TLW use a variety of text to construct meaning by utilizing reading strategies while reading fluently and with expression.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher's Edition</i></p> <p>Vol. 1-1      T42-45 Vol. 1-1      T96-117 Vol. 1-2      T32-57 Vol. 1-3      T36-91 Vol. 1-3      T144-173 Vol. 1-4      T36-65 Vol. 1-5      T186-217</p> <p><b>Social Studies/Science Connection</b> <i>Apple Pie 4<sup>th</sup> of July</i> by Janet S. Wong</p> <p><i>Bon Odori Dancer</i> by Karen Kawamoto McCoy</p> <p><i>Fly!</i> by Christopher A. Myers</p> <p><i>The Patchwork Quilt</i> by Valerie Flournoy</p> <p><i>Spaghetti Park</i> by DyAnne DiSalvo</p> <p><i>Teacher's Pet</i> by Laurie Halse Anderson</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> <li>• DIBELS-ORF, RTF</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> <li>• Retelling Rubric</li> <li>• MLPP</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to participate in a variety of formats for literature discussion. Discussion should focus on similarities and differences in a variety of works of literature.</p>	<p><b>English Language Learners</b> When introducing literature to ELL students, it is important to familiarize students with the vocabulary in order to facilitate comprehension.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Read a fable to your child, stopping before you reach the end. Ask the child what lesson the story has to tell. Read and discuss the moral</li> <li>• Child keeps a reading log of authors in their favorite genre.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• "Mosaic of Thought"</li> <li>• "Reading With Meaning"</li> <li>• "The Power of Retelling"</li> <li>• "Guided Reading"</li> <li>• "The Fluent Reader"</li> </ul>

**GRADE 1: LITERACY**

**1.4B OBJECTIVE: TLW use a variety of text to construct meaning by utilizing reading strategies while reading fluently and with expression.**

**The Learner will acquire a reading vocabulary consisting of sight words, high frequency words and word families.**

**Performance Content Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**

COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

By the end of grade 1 students will be able to:

■ Discuss unknown words and word meanings as they are encountered in books.

- R.WS.01.07\*
- R.WS.01.08\*
- R.WS.01.09\*
- R.WS.01.10\*
- R.WS.01.11\*
- R.WS.01.12\*

**The purpose of this Standard Statement is to** ensure that students develop a reading vocabulary of words they can recognize and use in reading and writing (sight words, high frequency words, and word families).

**Sight words and high frequency words are:**

- the words first graders will encounter most frequently in their oral language, reading and writing activities. Students must learn to recognize at least 100 sight words in first grade.

**Word families are words that** share the same spelling pattern (e.g., stay, play, day). Build word family charts for student reference.

**During Read Alouds model** what to do when a reader encounters an unfamiliar word.

- Model the use of context clues to identify the word and its meaning.
- Model the use of illustrations for clues.
- Model using a known word pattern to identify a new word and its meaning.

**During Shared Reading and Shared Writing model** the use of a picture dictionary to locate unknown words as they are encountered in books. Develop individual student sight word dictionaries or card rings for high frequency words.

**Provide daily discussions and opportunities for word building** teaching experiences designed to help learners build a reading vocabulary which includes sight words, high frequency words and word families. Empower children to acquire vocabulary through activities such as:

- **Word Wall** – a place where sight words and high frequency words are listed alphabetically. Walls are developed and used throughout the year when students encounter new words in reading and writing. Word Walls are a valuable resource and teaching tool.
- **Making Words** – a word study activity in which students manipulate and arrange letters to make words. Students learn to look for patterns in words. Students learn how changing just one letter or its location in the word changes the whole word.
- **Rounding Up the Rhymes** – is a follow-up activity to the reading of a book, story, or poem that contains many rhyming words. Revisit the text to gather and sort the rhyming words according to spelling pattern.
- **Rhythmic Language** – provides opportunities for students to hear similarities and differences in sound patterns. In students’ literary heritage there are a variety of rhythmic songs, chants, games and poems that help develop and build vocabulary.
- **Word Sorting** – a word study activity in which students compare, contrast, and sort words according to specific features (e.g., patterns, sounds).

GRADE 1: LITERACY		
1.4B OBJECTIVE: TLW use a variety of text to construct meaning by utilizing reading strategies while reading fluently and with expression.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Edition</i></p> <p>Vol. 1-2 T58-83 Vol. 1-2 T118-133 Vol. 1-2 T110-133 Vol. 1-3 T112-143 Vol. 1-4 T216-249 Vol. 1-5 T38-67 Vol. 1-5 T68-97</p> <p><b>Social Studies/Science Connection</b> <i>Greetings Sun</i> by Phyllis and David Gershator</p> <p><i>Big Mama</i> by Donald Crews</p> <p><i>Dear Mr. Blueberry</i> by Simon James</p> <p><i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema</p> <p><i>Anansi Does The Impossible</i> by Verna Aardema</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> <li>• Read Naturally</li> <li>• Road to the Code</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> <li>• MLPP</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to reread text and self-correct comprehension errors.</p>	<p><b>English Language Learners</b> Teach, Think Aloud and model strategies to identify basic facts in text. Make connections by asking students to connect background knowledge to the text. Students should make text-to-self, and text-to-world connections.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Have your child read to you. Don’t correct him/her immediately. If a word makes sense, let it go.</li> <li>• If your child is stuck on a word, give him/her a choice between two words.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• “Mosaic of Thought”</li> <li>• “Reading With Meaning”</li> <li>• “Guided Reading”</li> </ul>

**GRADE 1: LITERACY**

**1.4C OBJECTIVE: TLW use a variety of text to construct meaning by utilizing reading strategies while reading fluently and with expression**

**The Learner will acquire a reading vocabulary consisting of sight words, high frequency words and word families.**

**Performance Content Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**

COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

By the end of grade 1 students will be able to:

■ Develop new vocabulary meaning using sentence structure and word order.

- R.FL.01.01\*
- S.DS.01.01
- S.DS.01.02\*
- S.DS.01.03
- S.DS.01.04
- R.WS.01.08\*
- R.WS.01.09\*
- R.WS.01.10\*
- R.WS.01.11\*
- R.WS.01.12\*

**The purpose of this standard is to** ensure that students have a way to develop new vocabulary in all subject areas using information from sentence structure and grammar. Students should be able to use context to determine the meanings of unfamiliar words and to understand word relationships (e.g., synonyms and words with multiple meanings).

**Directly teach, model, and demonstrate** various sentence types, the word order that is associated with it and how these sentences create meaning. (“Do we say it that way?”, “Is that the way we speak?”) Students practice these sentence patterns in daily independent writing.

- Direct statements
- Questions
- Exclamations
- Commands or directions

**Provide opportunities for vocabulary development** through daily Read Alouds and follow up discussions. Research has shown that students need to encounter a word several times before it is know well enough to support comprehension.

- Highlight new vocabulary with post-it notes, highlighter tape, or word frames. Model and Think Aloud as you use context and structure clues to make meaning of the text.
- Use a **Word Sort or Cloze** to distinguish action words, naming words, describing words and asking words.
- Use **Sentence Strips** to provide word study practice. Cut up a story into language units for the student to reassemble.
- Use new vocabulary to write longer and more complex sentences independently.

**Discuss the meaning and purpose of vocabulary in subject areas.**

- Math: discuss function words like sum, less than, more.
- Science: Use a **Concept Map** highlighting key words that build meaning.
- Social Studies: Have students create posters that illustrate key ideas and use special vocabulary about a particular event or place.
- Use **Word Walls** to build vocabulary in various subject areas.
- Use a **Word Splash** to highlight new vocabulary in a selection . Place the topic in the center of a chart and surround it with words that students will encounter in the selection. Ask students to tell how the vocabulary words will relate to the topic.

**Use rhymes and songs that repeat sentence structures to support meaning.** For instance, using *Feast For 10* by Cathryn Falwell, have students discuss the use of command statements in a chant and relate its importance in **African-American cultural heritage**.

**Appreciate** the use of word order in a variety of cultures.

GRADE 1: LITERACY		
1.4C OBJECTIVE: TLW use a variety of text to construct meaning by utilizing reading strategies while reading fluently and with expression.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Edition</i></p> <p>Vol. 1-1      T10-27 Vol. 1-2      T48-65 Vol. 1-3      T134-161 Vol. 1-4      T66-97 Vol. 1-5      T8-37 Vol. 1-5      T156-185</p> <p><b>Social Studies/Science Connection</b> <i>Feast For 10</i> by Cathryn Falwell</p> <p><i>Night At the Fair</i> by Donald Crews</p> <p><i>Peter’s Chair</i> by Ezra Jack Keats</p> <p><i>Miz Berlin Walks</i> by Jane Yolen</p> <p><i>A Is For Africa</i> by Ifeoma Onyefulu</p> <p><i>Something Beautiful</i> by Sharon Dennis Wyeth</p> <p><i>Lilly’s Purple Plastic Purse</i> by Kevin Henkes</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> <li>• Word Walls</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> <li>• DIBELS-WUF</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to develop an extensive reading vocabulary that includes synonyms, antonyms, and categories of words. Use a dictionary when appropriate.</p>	<p><b>English Language Learners</b> ELLs will benefit from charts listing categories of words. In addition, interactive Read Alouds have been found to be highly effective in supporting comprehension and vocabulary development in ELL students. By hearing literature read, ELL students are supported in refining their reading and speaking skills.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Write a note to your child using High Frequency Words. Put the note in his lunch bag or schoolbag.</li> <li>• Have your child type the High Frequency Words on the computer.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• “Bringing Words to Life”</li> <li>• “Guided Reading”</li> </ul>

<b>GRADE 1: LITERACY</b>	
<b>1.4D OBJECTIVE: TLW use a variety of text to construct meaning by utilizing reading strategies while reading fluently and with expression.</b>	
<b>Performance Content Descriptors</b> <small>(MDE Academic Objectives and tested on MEAP)</small>	<b>LITERACY INSTRUCTIONAL MODEL:</b> <small>COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP</small>
<b>RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE</b>	
<p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Read familiar sentences aloud.</li> <li>■ Recognize own mistakes and identify correction.</li> <li>■ Use appropriate rate and pronunciation when reading familiar text.</li> <li>■ Read a variety of books.</li> <li>■ Answer simple comprehension questions based on the material read.</li> <li>■ Demonstrate connections with information while reading.</li> </ul> <p>R.FL.01.01* R.FL.01.02* R.FL.01.03* R.FL.01.04* R.CM.01.01 R.CM.01.02 R.CM.01.03* R.CM.01.04 R.CM.01.05 R.CM.01.06 R.CM.01.07 R.CM.01.08 R.CM.01.09</p>	<p><b>It is essential to create a literature-rich environment that</b> accurately reflects students’ cultural groups. Research suggests student self-esteem is strengthened when they see and read about the contributions made by their own cultural group to the history and culture of the United States.</p> <p><b>The purpose of this standard statement is to</b> ensure that beginning readers have many opportunities to read a text accurately, quickly and with expression and comprehension. Fluency allows students to understand what the text means.</p> <p><b>Fluency is important because it provides a bridge</b> between word recognition and comprehension. Fluent readers do not have to concentrate on decoding text and therefore can focus their attention on what the text means.</p> <p><b>Round Robin (the practice of having every student sit with a book open to the same page while one student after another reads aloud) is not recommended. This unrehearsed reading interferes with comprehension because the student is focused on his performance rather than the content of the material.</b></p> <p><b>Fluent readers make connections</b> between the ideas in the text and their background knowledge.</p> <p><b>Children gain reading fluency when they:</b></p> <ul style="list-style-type: none"> <li>• read independently at their independent level on a daily basis</li> <li>• master word recognition to the point of over learning (automaticity with the code)</li> <li>• read effortlessly and with expression</li> <li>• develop their reading rate, accuracy and comprehension</li> <li>• determine where to place emphasis or pause to make sense of a text</li> <li>• read at a speech-like pace (make it sound like talking)</li> </ul> <p><b>During Read Alouds and Shared Reading</b> model fluency by reading with expression and breaking text into meaningful phrases. Model how to pay attention to reading and recognize when something doesn’t make sense.</p> <p><b>Promote fluency by providing</b></p> <ul style="list-style-type: none"> <li>• texts containing many different structures such as: predictive books that contain a repetitive pattern poems with rhyme simple books with strong picture support text with rhythm like songs</li> <li>• practice in oral reading familiar texts with the help of audio tapes and buddy readers</li> <li>• oral rereading of familiar independent level texts until a certain level of fluency is achieved</li> <li>• opportunities for choral reading and echo reading of familiar texts</li> </ul> <p><b>Teach and model the QAR strategy</b> (Question-Answer Relationships) to support students’ ability to answer comprehension questions based on the material read.</p>

GRADE 1: LITERACY		
1.4D OBJECTIVE: TLW use a variety of text to construct meaning by utilizing reading strategies while reading fluently and with expression.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher's Edition</i></p> <p>Vol. 1-1 T48-65 Vol. 1-1 T118-133 Vol. 1-2 T84-107 Vol. 1-2 T134-161 Vol. 1-3 T8-35 Vol. 1-3 T112-143 Vol. 1-4 T66-97 Vol. 1-4 T154-183 Vol. 1-4 T216-249 Vol. 1-5 T68-97 Vol. 1-5 T98-123 Vol. 1-5 T186-217</p> <p><b>Social Studies/Science Connection</b> <i>A Picture Book of Frederick Douglas</i> by David A. Adler</p> <p><i>Amazing Grace</i> by Mary Hoffman</p> <p><i>In Daddy's Arms I am Tall</i> by Javaka Steptoe</p> <p><i>The Day Gogo Went to Vote</i> by Elinor Sisulu</p> <p><i>Good-bye, 382 Shin Dang Dong</i> by Frances Park</p> <p><i>I Hate English!</i> by Ellen Levine</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> <li>• Word Wall</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> <li>• DIBELS-WUF</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to use new vocabulary and grammatical construction while reading and writing in other subject areas.</p>	<p><b>English Language Learners</b> ELL students should be given the opportunity to discuss and use vocabulary in context by using visuals and other aids. Using key vocabulary in a sentence is a strategy that allows students to review words they may encounter in various subject areas. Role Playing gives students the opportunity to see words in context and to demonstrate several contexts in which words can be used appropriately.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Put labels on a number of structures or items around your house such as the door, window, or stairs. Have your child read the words.</li> <li>• Put magnet letters on the refrigerator. Have your child make new words while you cook.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• "Bringing Words to Life"</li> <li>• "Guided Reading"</li> </ul>

**GRADE 1: LITERACY**

**1.4E OBJECTIVE: TLW use a variety of text to construct meaning by utilizing reading strategies while reading fluently and with expression.**

**Performance Content**

**Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**

COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

By the end of grade 1 students will be able to:

■ Read a variety of works of literature, and participate in discussion.

- R.NT.01.01\*
- R.NT.01.02\*
- R.NT.01.05
- R.IT.01.01\*
- R.IT.01.04\*
- L.RP.01.01
- L.RP.01.03
- R.CM.01.01
- R.CM.01.02
- R.CM.01.04
- R.CM.01.05
- R.CM.01.06
- R.CM.01.07
- R.CM.01.08

**It is essential to create a literature-rich environment with** books, magazines, posters, pictures, and print of all kinds that honor an accurate and unbiased portrayal of cultural groups. Choose literature selections that are free from bias and stereotyping. For instance, avoid books like *Tiki Tiki, Tembo* and *Ten Little Indians* because they perpetuate negative stereotypes.

**Read Aloud, Interactive Read Aloud and Shared Reading offer** opportunities for children to response orally to text. Teachers should read aloud daily, at different times and for different purposes. (e.g., Teachers read aloud picture books, poems, invitations, newspaper articles, announcements, summaries, letters)

**During an Interactive Read Aloud**, the teacher actively engages students in the listening by:

- asking “What do you think is going to happen?”, “Tell me more.”
- soliciting comments
- guiding brief discussion

**Teacher models thinking and demonstrates** how an experienced reader engages with, and thinks about, text as he/she reads. Plan a discussion of the book or selection at the conclusion of the reading.

**Shared Reading:** Teacher leads discussion on important concepts in the reading. Shared Reading provides students with the opportunity to practice effective reading behaviors in a group assisted activity.

- teacher reads an enlarged text with a large or small group of children
- teacher poses questions that require children to apply the knowledge and strategies learned to the reading

**Guided Discussion promotes understanding and comprehension** within a social process. The teacher shapes these conversations by creating norms, modeling and encouraging students to cite evidence from the text and by using text vocabulary. The teacher establishes prompts that facilitate discussion such as:

- “What does this make you think of?”
  - “This reminds me of a book we read that...”
  - “Do you think the character was ...?”, “Tell me more.”
- Examples of student responses are:
- “I agree with... because...”
  - “I have something to add... because...”
  - “I think...”

**As students discuss books, encourage them to** ask questions, make predictions and connections, form an opinion and support their responses with evidence from text. Students should use the vocabulary of the text in discussions.

**Effective strategies** to guide discussion are:

- Book Talks
- I Remember!
- Say Something

GRADE 1: LITERACY		
1.4E OBJECTIVE: TLW use a variety of text to construct meaning by utilizing reading strategies while reading fluently and with expression.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher's Edition</i></p> <p>Vol. 1-1            T28-41 Vol. 1-2            T134-161 Vol. 1-3            T88-111 Vol. 1-4            T124-153 Vol. 1-4            T154-183 Vol. 1-5            T98-123</p> <p><b>Social Studies/Science Connection</b> <i>The Boy of the Three-Year Nap</i> by Dianne Snyder</p> <p><i>The Chinook People</i> by Pamela Ross</p> <p><i>Meet Danitra Brown</i> by Nikki Grimes</p> <p><i>Grandfather Tang's Story</i> by Ann Tompert</p> <p><i>In For Winter Out For Spring</i> by Arnold Adoff</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Harcourt</li> <li>• MLPP</li> <li>• Guided Reading</li> <li>• Read Naturally</li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> <li>• DIBELS-ORF, RTF</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> <li>• Retelling Rubric</li> <li>• MLPP</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to read a variety of genres and to demonstrate comprehension through paraphrasing, answering, and forming questions.</p>	<p><b>English Language Learners</b> For ELL students, readings should contain a limited number of new words. It is also important to introduce the vocabulary by using visuals before reading the text. Read aloud the selection or have the students listen to it on audio tape. Then have students read aloud selected passages as a group to developmental fluency.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b> Read a favorite book to your child over and over. Have your child read it to you and pretend she is the teacher. Ask questions about the story and prompt responses.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• "Mosaic of Thought"</li> <li>• "Reading With Meaning"</li> <li>• "The Power of Retelling"</li> <li>• "Guided Reading"</li> <li>• "The Fluent Reader"</li> </ul>

<b>GRADE 1: LITERACY</b>	
<b>1.9 OBJECTIVE: TLW locate and use selected parts of a book to find information.</b>	
<b>Performance Content Descriptors</b> <small>(MDE Academic Objectives and tested on MEAP)</small>	<b>LITERACY INSTRUCTIONAL MODEL:</b> <small>COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP</small>
<b>RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE</b>	
<p>By the end of grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>■ Identify the difference between facts and opinion.</li> <li>■ Identify essential information such as facts, main idea, and supporting information from illustrations and text.</li> <li>■ Make predictions about what happens next in a story or process and justify.</li> <li>■ Identify the organizational structures of text and indicate connection to the information.</li> </ul> <p>R.IT.01.01* R.IT.01.02* R.IT.01.03* R.IT.01.04* R.CM.01.01* R.CM.01.02 R.CM.01.03 R.CM.01.04 R.CM.01.05 R.CM.01.06 R.CM.01.07 R.CM.01.08 R.CM.01.09 R.MT.01.04 R.MT.01.05 L.RP.01.01 L.RP.01.03</p>	<p><b>Create a print environment with a rich array of multicultural texts</b> that includes informational texts, charts, poems, lists, student work, labels, and signs.</p> <p><b>Model, Think Aloud and demonstrate</b> before, during and after strategies while doing Read Alouds and Shared Reading. Students practice and apply these during guided reading.</p> <p><b>Prior to reading</b> strategies prepare students for reading information and stimulate student interest.</p> <ul style="list-style-type: none"> <li>● <b>Activate prior knowledge</b> to set a purpose for reading.                             <ul style="list-style-type: none"> <li>picture walk</li> <li>word splash</li> <li>KWL</li> <li>Walking Tour</li> <li>DRTA</li> </ul> </li> <li>● preview text (including cover, table of contents, title, heading and subtitles)</li> <li>● <b>Make and confirm predictions throughout reading.</b> Reread text to justify predictions and support answers with information from the text.</li> <li>● <b>Make connections</b> to the reading: text-to-text, text-to-self and text-to-world.</li> </ul> <p><b>During reading strategies help students</b> monitor their understanding as they read.</p> <ul style="list-style-type: none"> <li>● <b>Teach, model and Think Aloud</b> how to:                             <ul style="list-style-type: none"> <li>● locate the main idea and supporting details</li> <li>● determine the difference between fact and opinion</li> </ul> </li> <li>● <b>Use Graphic Organizers</b> to help students identify essential information and text structure. Some effective graphic organizers are:                             <ul style="list-style-type: none"> <li>● webbing</li> <li>● story maps</li> <li>● ideas/details chart</li> <li>● T-chart</li> </ul> </li> <li>● <b>Use Cooperative Learning strategies</b> to provide opportunities for students to discuss the content of the text.                             <ul style="list-style-type: none"> <li>● Turn to your neighbor</li> <li>● Think-Pair-Share</li> <li>● Think-Write-Pair-Share</li> </ul> </li> </ul> <p><b>After Reading</b> strategies help students to summarize their reading and identify essential information. Some effective summarizing strategies are:</p> <ul style="list-style-type: none"> <li>● magnet summaries</li> <li>● 3-2-1</li> </ul>

GRADE 1: LITERACY		
1.9 OBJECTIVE: TLW locate and use selected parts of a book to find information.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b>  <b>Trophies Pupil Anthology and Teacher’s Edition</b></p> <p>Vol. 1-1 T-48-71            Vol. 1-1 T90-93            Vol. 1-1 T118-141            Vol. 1-2 T26-29            Vol. 1-2 T84-107            Vol. 1-2 T134-161            Vol. 1-3 T8-35            Vol. 1-3 T112-143            Vol. 1-3 T166-169            Vol. 1-4 T33-65            Vol. 1-4 T66-97</p> <p><b>Social Studies/Science Connection</b>  <b>O is for Orca: A Pacific Northwest Alphabet Book</b>            by Art Wolfe</p> <p><i>A Picture Book of Rosa Parks</i>            by David Adler</p> <p><b>Minty: A Story of Young Harriet Tubman</b>            by Alan Schroeder</p> <p><i>The Seminole</i>            by Petra Press</p> <p><b>One Child, One Seed: A South African Counting Book</b>  <i>by Kathryn Cave</i></p> <p><i>Intervention Resources</i></p> <ul style="list-style-type: none"> <li>• <b>Harcourt</b></li> <li>• <b>MLPP</b></li> <li>• <b>Guided Reading</b></li> <li>• <b>Read Naturally</b></li> </ul>	<p><b>District Assessment</b></p> <ul style="list-style-type: none"> <li>• ITBS</li> <li>• DIBELS-ORF, RTF</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-Made Tests</li> <li>• Retelling Rubric</li> </ul> <p><b>For Students on the Advanced Level</b>            Provide opportunities for students to read and understand the essential content of informational texts and demonstrate comprehension through written responses.</p>	<p><b>English Language Learners</b>            Linguistic modifications such as speech and controlled vocabulary that are necessary for comprehensible input, should be used to make content meaningful for ELL students. Use a Word Web to organize key terms in the text. Use a T-chart to help students sort fact and opinion, essential and nonessential information.</p> <p><b>Students with Disabilities</b>            All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.            [IDEA 300.121.9(d) (3) (i)]            For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b>            Read a simple story on how to plant a seed. Discuss the steps involved. Plant seeds together and watch them grow. Draw pictures of the different stages of the plant.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• LETRS</li> <li>• “Mosaic of Thought”</li> <li>• “Reading With Meaning”</li> <li>• “The Power of Retelling”</li> <li>• “Guided Reading”</li> <li>• “The Fluent Reader”</li> </ul>

