

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Multiple strategies develop and expand oral vocabulary

Evidence Outcomes

Students can:

- a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)
- b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)
- c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)
- d. Give and follow simple two-step directions.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to learn new words?
2. How is the meaning of a word demonstrated without speaking?
3. How do presenters decide which words to use when they speak?
4. What is the value of using different words in writing?

Relevance and Application:

1. Choose specific words to make communication clearer. (Storytellers select their words very carefully to express a thought or feeling clearly to the audience or reader.)
2. Use words to orally describe actions, people, places, things, and ideas. (Visual artists demonstrate the ability to express many words through a work of art. A picture is worth a thousand words.)
3. Increase exposure to words for use in speaking and writing.
4. Library database products can provide exposure to oral and written vocabulary.
5. Electronic drawing tools can be used to illustrate vocabulary.

Nature of Reading, Writing, and Communicating:

1. Good communicators use a variety of words when speaking and writing to demonstrate their understanding of a topic.

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Grade Level Expectation: First Grade

Concepts and skills students master:

3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech

Evidence Outcomes

Students can:

- a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
 - i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)
 - ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)
 - iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)
 - iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are phonemes (speech sounds) important?
2. What is the difference between phonemes (speech sounds) and other sounds?
3. How would English sound if we used letter sounds the same in every word?

Relevance and Application:

1. Poets blend words and phrases together to produce poems that *sound* like feelings.
2. Audio and digital technologies assist students in identifying the differences among types of sounds.
3. When learning a new language, students must learn how that language uses speech sounds before they can speak fluently.

Nature of Reading, Writing, and Communicating:

1. Phonological and phonemic awareness prepares the brain for reading and spelling.
2. The ability to notice and manipulate phonemes orally is essential for successful reading development.
3. Good speakers notice and manipulate phonemes to make their presentation interesting and understandable to their audience.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:	
➤ Demonstrate comprehension of a variety of informational, literary, and persuasive texts	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>a. Use Key Ideas and Details to:</p> <ol style="list-style-type: none"> i. Ask and answer questions about key details in a text. (CCSS: RI.1.1) ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2) iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3) iv. Activate schema and background knowledge to construct meaning <p>b. Use Craft and Structure to:</p> <ol style="list-style-type: none"> i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4) ii. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS: RI.1.5) iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6) <p>c. Use Integration of Knowledge and Ideas to:</p> <ol style="list-style-type: none"> i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7) ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) iii. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9) <p>d. Use Range of Reading and Level of Text Complexity to:</p> <ol style="list-style-type: none"> i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10) <p>e. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)</p> <ol style="list-style-type: none"> i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a) ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b) iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What is the author saying with different punctuation marks? 2. How does a reader's voice change when a sentence uses a specific punctuation mark? 3. In informational text, why is the main idea important? How do the details support the main idea? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Readers can use a graphic organizer to sequence key events/details in a literary or informational text. 2. Authors help readers make connections to the world. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Reading fluently helps people comprehend what they have read. 2. Readers can share facts after reading an informational text.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:
 ➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: First Grade

Concepts and skills students master:

4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. (CCSS: L.1.4)

- i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)
- ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)
- iii. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (CCSS: L.1.4c)

b. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)

- i. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)
- ii. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). (CCSS: L.1.5b)
- iii. **Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).** (CCSS: L.1.5c)
- iv. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)

c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). (CCSS: L.1.6)

d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)

- i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a)
- ii. Create new words by combining base words with affixes to connect known words to new words
- iii. Identify and understand compound words

Inquiry Questions:

1. Why do readers call words with two words in them compound words?
2. When readers sort words, what are some ways to sort them (types of concepts, attributes, initial sounds)?
3. If a reader wants to show more than one, what suffix does he/she use?

Relevance and Application:

1. Readers need to use a variety of strategies for reading unfamiliar words.
2. When they recognize a compound word, readers can find the two words in it (such as hotdog, baseball, newspaper, pigpen, sandbox).
3. Using base words with affixes expands vocabulary knowledge.
4. Computer software and online games help one to understand word structure through the addition of multimedia and graphical representations of words and word families

Nature of Reading, Writing, and Communicating:

1. Readers use language structure in oral and written communication.

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: First Grade

Concepts and skills students master:

1. A variety of resources leads to locating information and answering questions of interest

Evidence Outcomes

Students can:

- a. Write or dictate questions for inquiry that arise during instruction
- b. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry
- c. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What resources can students use to answer the question?
2. Why is it important to ask clear questions?
3. What are other uses of text features?
4. Why do authors use text features in their writing?
5. Which text feature do you find most useful?
6. How is using multiple resources helpful to readers or writers?
7. Why does society have such a variety of reading materials?

Relevance and Application:

1. Text features can help good readers when they are scanning material.
2. Good readers pose questions while they read.
3. Related questions occur when looking up your pet or selecting a new one.

Nature of Reading, Writing, and Communicating:

1. Researchers analyze critical questions and locate resources to answer the questions.
2. Readers use text features to help them before they begin reading.
3. Readers ask questions while they read to stay focused and help clarify thinking.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:
 ➤ Articulate the position of self and others using experiential and material logic

Grade Level Expectation: First Grade

Concepts and skills students master:
 2. Purpose, information, and questions about an issue are essential steps in early research

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

a. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (CCSS: W.1.7)

i. Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?)

b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)

i. Evaluate information for clarity and accuracy

Inquiry Questions:

1. What is the purpose? Is the purpose clear? Is the purpose important in relation to the question at issue?
2. What is the question at issue? Is the question important and related to the purpose?
3. Is the information being gathering important to the question at issue and purpose?
4. Is the information free from error?
5. How do students improve their thinking?
6. Why is it important to be clear about the reason for studying a certain topic?
7. When people are learning new information, why is it important that the data is correct?
8. What might happen if people use incorrect or unsupported information?

Relevance and Application:

1. Before readers begin to read, they ask themselves purposeful questions. (What is the purpose for learning how to read? Am I clear on the purpose for reading? Is reading important?)
2. Zoologists know that new knowledge about animals and the discovery of new species require them to ask good questions every day.

Nature of Reading, Writing, and Communicating:

1. People who reason understand that reasoning has a purpose, is based on information, and is an attempt to figure something out.
2. Curiosity and thinking help people to discover and understand things that puzzle them.