

## Content Area: Reading, Writing, and Communicating

### Standard: 1. Oral Expression and Listening

#### Prepared Graduates:

- Use language appropriate for purpose and audience
- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

#### Grade Level Expectation: First Grade

##### Concepts and skills students master:

2. Verbal and nonverbal language is used to express and receive information

##### Evidence Outcomes

###### Students can:

- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (CCSS: SL.1.1)
  - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a)
  - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
  - Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)

##### 21<sup>st</sup> Century Skills and Readiness Competencies

###### Inquiry Questions:

1. What does it mean to communicate courteously in conversations?
2. How can students ask for something without speaking out in class?
3. Why is it important for students to wait their turn before speaking?

###### Relevance and Application:

1. By listening, responding to others' ideas, and working together people can solve problems together that may not have been solved by an individual.
2. A variety of technology tools help people clarify a speaker's or author's meaning when listening or reading.

###### Nature of Reading, Writing, and Communicating:

1. Communicators can ask for things they need without being disruptive.
2. Communicators know how to communicate effectively with peers, teachers, and family members.

**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:**  
 1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
--------------------------	--

- Students can:**
- a. Use Key Ideas and Details to:
    - i. Ask and answer questions about key details in a text. (CCSS: RL.1.1)
    - ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)
    - iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)
    - iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why
  - b. Use Craft and Structure to:
    - i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
    - ii. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCSS: RL.1.5)
    - iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6)
    - iv. Follow and replicate patterns in predictable poems.
  - c. Use Integration of Knowledge and Ideas to:
    - i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
    - ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9)
  - d. Use Range of Reading and Level of Text Complexity to:
    - i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)
  - e. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
    - 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)

- Inquiry Questions:**
1. How does a reader picture the character?
  2. How does a reader explain a character's actions?

- Relevance and Application:**
1. Readers can use a graphic organizer to sequence key events/details in a literary or informational text.
  2. Readers want to pay attention to punctuation marks to help them with the meaning of the story.

- Nature of Reading, Writing, and Communicating:**
1. Reading fluently helps people comprehend what they have read.
  2. Identifying the problem in a story also helps readers think about the solution.

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

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

## 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:

3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations

#### Evidence Outcomes

##### Students can:

- Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
  - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)
  - Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
  - Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)
  - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d)
  - Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e)
  - Read words with inflectional endings. (CCSS: RF.1.3f)
  - Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)
  - Use onsets and rimes to create new words (ip to make dip, lip, slip, ship)
  - Accurately decode unknown words that follow a predictable letter/sound relationship

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- How do phonemes (speech sounds) connect to graphemes (letters and letter clusters)?
- What new words can readers make from the rime /ip/? What blends can readers use to build new words?
- What new game can you make with short vowels and closed syllables?

##### Relevance and Application:

- Readers can read and spell many new words using regular phoneme/grapheme correspondences.
- Software games can offer practice with the alphabet, sounds of letters, and letter combinations to decode words.
- Readers recognize common words that do not fit regular spelling patterns.
- The spelling of a suffix connects to its meaning, not its sound. (suffix -s = /z/ in dogs; -ed = /t/ in missed)

##### Nature of Reading, Writing, and Communicating:

- Readers use phonemes, graphemes (letters), and morphemes (suffixes) in an alphabetic language.
- Readers accurately read high-frequency words in connected text.
- Readers read grade-appropriate, decodable text.

**Content Area: Reading, Writing, and Communicating**  
**Standard: 3. Writing and Composition**

**Prepared Graduates:**  
 ➤ Implement the writing process successfully to plan, revise, and edit written work

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**  
 1. Exploring the writing process develops ideas for writing texts that carry meaning

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
--------------------------	--

**Students can:**

- a. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (CCSS: W.1.1)
- b. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)
- c. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (CCSS: W.1.3)
- d. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5)
- e. Use pictures or graphic organizers to plan writing
- f. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)

**Inquiry Questions:**

1. How can thoughts and ideas be organized to prepare for writing?
2. Why is it important to plan before beginning to write?
3. How can a graphic organizer help writers plan their writing?

**Relevance and Application:**

1. Graphic organizers help to plan writing projects.
2. Simple sentences can be expanded using adjectives or phrases. (The boy plays. The strong boy plays. The strong boy plays in the sandbox.)
3. Well-written thoughts are shared in a variety of ways (online communities, magazines, news stories).

**Nature of Reading, Writing, and Communicating:**

1. Writers use language that has a clear beginning, middle, and end.
2. Writers must express ideas clearly because the reader cannot ask the author for clarification.

**Content Area: Reading, Writing, and Communicating**  
**Standard: 3. Writing and Composition**

**Prepared Graduates:**  
 ➤ Apply standard English conventions to effectively communicate with written language

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**  
 2. Appropriate spelling, conventions, and grammar are applied when writing

Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
-------------------	--

**Students can:**

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)

- i. Print all upper- and lowercase letters. (CCSS: L.1.1a)
- ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)
- iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)
- iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)
- v. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e)
- vi. Use frequently occurring adjectives. (CCSS: L.1.1f)
- vii. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). (CCSS: L.1.1g)
- viii. Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)
- ix. Use frequently occurring prepositions (e.g., *during, beyond, toward*). (CCSS: L.1.1i)
- x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)

- i. Write complete simple sentences.
- ii. Capitalize dates and names of people. (CCSS: L.1.2a)
- iii. Use end punctuation for sentences. (CCSS: L.1.2b)
- iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)
- v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
- vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)

**Inquiry Questions:**

1. How do phonemes (speech sounds) map to graphemes (letters and letter clusters) to form words?
2. How do punctuation marks show expression and pauses in writing?
3. How do capital letters show importance?
4. How can a writer show excitement in a sentence? (exclamation mark)

**Relevance and Application:**

1. Question marks are often used in children's games.
2. Phonetic patterns are the bases of nursery rhymes and children's songs.

**Nature of Reading, Writing, and Communicating:**

1. Writers know how to spell many words.
2. Writers hold their pencil correctly.
3. Writers use capital letters at the beginning of sentences.

**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

**21<sup>st</sup> 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

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
--------------------------	--

**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.