

## 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.

##### 21<sup>st</sup> 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.

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### 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)

##### 21<sup>st</sup> 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:**  
 1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers

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

<b>Prepared Graduates:</b>	
➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary	
<b>Grade Level Expectation: First Grade</b>	
<b>Concepts and skills students master:</b>	
4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p>a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. (CCSS: L.1.4)</p> <ol style="list-style-type: none"> <li>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)</li> <li>ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)</li> <li>iii. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). (CCSS: L.1.4c)</li> </ol> <p>b. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)</p> <ol style="list-style-type: none"> <li>i. Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)</li> <li>ii. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). (CCSS: L.1.5b)</li> <li>iii. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). (CCSS: L.1.5c)</li> <li>iv. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)</li> </ol> <p>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., <i>because</i>). (CCSS: L.1.6)</p> <p>d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)</p> <ol style="list-style-type: none"> <li>i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a)</li> <li>ii. Create new words by combining base words with affixes to connect known words to new words</li> <li>iii. Identify and understand compound words</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why do readers call words with two words in them compound words?</li> <li>2. When readers sort words, what are some ways to sort them (types of concepts, attributes, initial sounds)?</li> <li>3. If a reader wants to show more than one, what suffix does he/she use?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Readers need to use a variety of strategies for reading unfamiliar words.</li> <li>2. When they recognize a compound word, readers can find the two words in it (such as hotdog, baseball, newspaper, pigpen, sandbox).</li> <li>3. Using base words with affixes expands vocabulary knowledge.</li> <li>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</li> </ol> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ol style="list-style-type: none"> <li>1. Readers use language structure in oral and written communication.</li> </ol>

**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

**Evidence Outcomes**

**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)

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

**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.