

Literacy Curriculum [FIRST GRADE]

LITERACY – Reading, Writing, Speaking & Listening

CCSS <i>Specific knowledge and skills that students will know and be able to do by the end of First Grade.</i>	Student Learning Target (“I can”) <i>These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.</i>
Foundational Skills	
<u>Print Concepts</u> <ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print. • Recognize and distinguish features of a sentence (e.g. first word, capitalization, and ending punctuation). 	Phonics, Spelling and Word Study: <ul style="list-style-type: none"> • I can identify a sentence and know that it needs ending punctuation.(period, question mark, exclamation mark) • I can identify the beginning and the end of a sentence. • I can recognize capital letters and why they are used.
<u>Phonological Awareness</u> <ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes.) 	Phonics, Spelling and Word Study: <ul style="list-style-type: none"> • I can identify long and short vowels sounds in words and I know the letters that make those sounds. • I can make special sounds by using groups of letters (blends and digraphs.) • I can blend two to four sounds into words. • I can segment words into sounds. • I can recognize simple word patterns (CVC).
<u>Phonics and Word Recognition</u> <ul style="list-style-type: none"> • Students will know and apply grade-level phonics and word analysis skills in decoding words. • Know the spelling-sound correspondences for common consonant digraphs. • Decode regularly spelled one-syllable words. • Know –e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate regularly spelled words. 	Phonics, Spelling and Word Study: <ul style="list-style-type: none"> • I can hear and say syllables. • I can clap syllables. • I can find the vowel(s) in syllables. • I can use –s endings so that the sentence sounds right. • I can use –ed endings so that the sentence sounds right. • I can use –ing endings so that the sentence sounds right. • I can read high frequency words (at least 100 by the end of the year).
<u>Fluency</u> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • I can choose just right books. • I can fix up my reading so that it makes sense, sounds right, and looks right.

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Reading Literature	
<u>Key Ideas and Details</u> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Describe characters, settings, and major events in a story, using key details. 	<ul style="list-style-type: none"> • While I’m reading or listening, I can wonder about different ideas and details in the text. • I can retell a story. • I can identify important ideas in a text and report them in an organized way. • I can recognize characters and tell important things about them. • I can follow many events in a story. • I can understand the problem in a story. • I can infer and discuss how a character feels. • I can show empathy for characters and infer their feelings and motivation. • I can describe the setting or major events in a story. • I can listen and understand when text is read to me. • I can ask clear questions in order to learn something. • I can ask many questions because I am curious. • I can participate in discussions with my class, partner, or small group.
<u>Craft and Structure</u> <ul style="list-style-type: none"> • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • Identify who is telling the story at various points in a text. 	<ul style="list-style-type: none"> • I can notice words that an author uses to make a text more interesting or funny. • I can explain the differences between books that tell stories and books that give information. • I can understand texts that have dialogue.
<u>Integration of Knowledge and Ideas</u> <ul style="list-style-type: none"> • Use illustrations and details in a story to describe its characters, setting, or events. • Compare and contrast the adventures and experiences of characters in stories. 	<ul style="list-style-type: none"> • I can use illustrations to support my ideas in a discussion. • I can infer the meaning of an illustration. • I can describe the setting, characters, events, and ending to a story. • I can compare a character(s) across a series of stories.
<u>Range of Reading and Level of Text Complexity</u> <ul style="list-style-type: none"> • With prompting and support, students will read prose and poetry of appropriate text complexity for grade 1. 	<ul style="list-style-type: none"> • I can choose just right books.

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<p>Reading Informational Text</p>	
<p><u>Key Ideas and Details</u></p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text. • Describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<ul style="list-style-type: none"> • I can wonder about different ideas and details in the text while I’m reading or listening. • I can figure out important information in a text and remember it in a discussion. • I can talk about interesting and new information in a text. • I can make connections between texts I know and discuss similarities and differences. • I can make connections between a text I read and other texts that I have read or heard. • I can listen and understand when text is read to me. • I can participate in discussions with my class, partner, or small group. • I can ask many questions because I am curious. • I can identify important ideas in a text and report them in an organized way.
<p><u>Craft and Structure</u></p> <ul style="list-style-type: none"> • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Know and use various text features (e.g., headings, tables of disciplinarys, glossaries, electronic menus, icons) to locate key facts or information in a text. • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<ul style="list-style-type: none"> • I can learn new words from the texts I read. • I can use new words when I discuss a text. • I can learn new words from listening to text and use them in discussion. • I can notice and use graphics such as labels and captions for pictures and simple diagrams. • I can use simple readers’ tools to find information in text (table of disciplinarys, index, and glossary). • I can notice and figure out information from pictures.
<p><u>Integration of Knowledge and Ideas</u></p> <ul style="list-style-type: none"> • Use the illustrations and details in a text to describe its key ideas. • Identify the reasons an author gives to support points in a text. • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<ul style="list-style-type: none"> • I can notice details in illustrations and use information to understand the text. • I can use details from illustrations to support my thinking in discussions. • I can use the illustrations and details in a text to describe its key ideas. • I can identify the reasons an author gives to support points in a text. • I can make connections between texts and other texts that have been read or heard.
<p><u>Range of Reading and Level of Text Complexity</u></p> <ul style="list-style-type: none"> • With prompting and support, read informational texts appropriately complex for grade 1. 	<ul style="list-style-type: none"> • I can read informational text. • I can choose just right books.

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Speaking and Listening	
<p><u>Comprehension and Collaboration</u></p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger settings. • 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). • Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<ul style="list-style-type: none"> • I can speak clearly to be understood by others in conversation. • I can enter a conversation appropriately. • I can take turns in a conversation. • I can keep a conversation going with friends and my teacher. • I can participate in discussions with my class, my partner, or in a small group. • I can listen and understand when a text is read to me. • I can ask questions when I am confused about something. • I can notice and ask questions when I don’t understand something. • I can ask clear questions about a text or a topic.
<p><u>Presentation of Knowledge and Ideas</u></p> <ul style="list-style-type: none"> • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation. 	<ul style="list-style-type: none"> • I can explain and describe people, events, and objects. • I can use objects or drawings to help others understand something I am talking about. • I can speak about a topic with enthusiasm. • I can talk with confidence. • I can tell stories like a story teller. • I can speak at a volume so that everyone can hear me. • I can talk so that people can understand me.

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Writing	
<p><u>Text Types and Purposes</u></p> <ul style="list-style-type: none"> • 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. • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • 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. 	<ul style="list-style-type: none"> • I can express my opinions about a story or poem. • I can give reasons for my opinions. • I can write books or short pieces of writing that people enjoy reading and give them information about a topic. • I can write an engaging beginning to a story.. • I can write a satisfying ending to a story. • I can provide some descriptive details to make the story interesting. • I can tell events in order that they occurred in personal narratives.
<p><u>Production and Distribution of Writing</u></p> <ul style="list-style-type: none"> • 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. • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ul style="list-style-type: none"> • I can understand how a writing conference can help me as a writer. • I can understand that writers can get help from other writers. • I can understand that writers can change writing when they get feedback from a friend or teacher. • I can use the computer to write a piece. • I can use the computer to publish a piece. • I can locate letter keys on a computer keyboard to type simple messages.