

SPEED S.E.J.A #802

Reading Curriculum

First Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
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STATE GOAL 1: Read with understanding and fluency.

STANDARDS A: Apply word analysis and vocabulary skills to comprehend selections.

- Benchmarks:**
1. **1.A1a** Apply word analysis skills (e.g. phonics, word patterns) to recognize new words.
 2. **1.A.1b** Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.

STANDARDS B: Apply reading strategies to improve understanding and fluency.

- Benchmarks:**
- 1.. **1.B.1a** Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
 2. **1.B.1b** Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.
 3. **1.B.1c** Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, reread, use meaningful substitutions).
 4. **1.B.1d** Read age-appropriate material aloud with fluency and accuracy

STANDARDS C: Comprehend a broad range of reading materials.

- Benchmarks:**
1. **1.C.1a** Use information to form questions and verify predictions.
 2. **1.C.1b** Identify important themes and topics.
 3. **1.C.1c** Make comparisons across reading selections.
 4. **1.C.1d** Summarize content of reading material using text organization (e.g., story, sequence).
 5. **1.C.1e** Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).
 6. **1.C.1f** Use information presented in simple tables, maps and charts to form an interpretation.

<p>Hear and manipulate the sounds in words</p> <p>Identify orally words that rhyme</p> <p>Create rhyming words (orally)</p> <p>Blend sounds orally to make words or word parts</p> <p>Divide words orally into sound units</p> <p>Distinguish initial, medial, and final sound in single-syllable words</p>	<p>Rhyming Words Activities (http://teams.lacoe.edu/DOCUMENTATION/classrooms/patti/k-1/activities/rhyming.html):</p> <ul style="list-style-type: none"> • Snap and Clap Rhymes • Begin with a simple clap and snap rhythm. • Get more complex as children move along in rhyming. • A variation is the "I say, You say" game: I say fat. _____ You say I say red. _____ _____ You say _____ 	<p>Phonemic Awareness (http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/tools/rhyme.html)</p> <p>Children identify words that rhyme in a series of activities. For example, "Put your thumbs up if these two words rhyme--pail-tail or cow-pig?" or "Finish this rhyme, red, bed, blue, _____."</p> <p>Phoneme Awareness Assessment Tools:</p>
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SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Assessment/Evidence of Mastery

Suggested Activities and Materials

**Learner Outcomes
 (Skills/Concepts)**

<p>Distinguish long and short vowel sounds in orally stated single syllable words (e.g., bit/bite)</p> <p>Create and state a series of rhyming words, including consonant blends</p> <p>Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an)</p> <p>Combine chunks/slides into recognizable words (e.g., /c/a/t=cat /f/l/a/t=flat)</p> <p>Identify upper and lower case letters by name</p> <p>Match consonant sound to letters</p> <p>Identify initial and final consonant sounds in words.</p> <p>Recognize short and long vowel sounds</p> <p>Identify word parts in new words (e.g., at, ot, op, in, rhyming words)</p> <p>Decode consonant blends (e.g., br, pl, gr, st) and consonant digraphs (e.g., th, ch, sh)</p> <p>Decode regular vowel patterns (e.g., ee, ay, ai, oa) and vowel consonant</p>	<p>Rhyming Word Sit Down</p> <p>Children walk around in a big circle taking one step each time a rhyming word is said by the teacher.</p> <p>When the teacher says a word that doesn't rhyme, the children sit down:</p> <p>she tree flea spree key bee sea went</p> <p>Rhyming words in songs, poems, and big books</p> <p>As you do shared reading with the students, pause at the end of phrases and let the students supply the rhyming words.</p> <p>After you have read the poem together ask students to find the rhyming words.</p> <p>Generate other words that rhyme with these rhyming words.</p> <p>Silly Rhymes Big Book</p> <p>Use rimes (roots of word families) and rhyme charts around the classroom to create silly poems with the class.</p>	<p>Recognizing Rhyme Assessment</p> <p>Directions: I am going to say two words: cat - fat. I want you to tell me if the two words sound alike. This is called a rhyme. Let me show you.</p> <p>Model: Cat and fat have the same sound at the end so they rhyme. Cat and frog do not rhyme because the do not have the same sound at the end.</p> <p>Share:</p> <p>Listen to these two words: pail - tail. Now say the two words with me: pail - tail.</p> <p>Do these two words rhyme? (Yes) Put your thumbs up like this if they rhyme:</p> <p>Listen to these two words: cow - pig. Now say the two words with me: cow - pig.</p> <p>Do these two words rhyme? (No) Put your thumbs down like this if they do not rhyme:</p>
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 Reading Curriculum
 First Grade

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<p>combinations (e.g., ar, ew, oy)</p> <p>Distinguish between singular and plural words</p> <p>Recognize possessives in sentences</p> <p>Use known letter patterns and word families to decode unfamiliar words</p> <p>Use known letter patterns and word parts (e.g., root words, prefixes, suffixes)</p> <p>Read age appropriate high frequency</p> <p>Identify and sort common words in concrete and abstract categories (e.g., foods, colors, shapes, concepts of yesterday, today, tomorrow, and the day of the week)</p> <p>Read non-phonetic words (e.g., said, was, the, come)</p> <p>Associate new words with concepts taught across the curriculum</p> <p>Determine contextually appropriate meanings of multiple meaning words (e.g. beat, star); homonyms (e.g., rode, road); synonyms (e.g., happy, glad); and antonyms(e.g., happy, sad)</p>	<p>Write the one line rhyme with the whole class in big letters on large chart paper (Shared Writing).</p> <p>Read aloud several times.</p> <p>Use different voices. Have children sound and clap words.</p> <p>Have a child illustrate the rhyme.</p> <p>Repeat each week for another set of rimes.</p> <p>Teaching Phonemic Segmentation</p> <p>Children learn to count the sounds in a word. For example, "Can you count the syllables or the word parts in football?"</p> <p>Rubber Band Stretch</p> <ol style="list-style-type: none"> 1. Teacher models with a large rubber band how to stretch out a word as the word is said. /mmmmmmmm-/aaaaaaaaaaaa- /nnnnnnnnn/ 2. Teacher models with stretched out band how to bring rubber band back to original length and says the word fast: /man/. 3. Children pretend to stretch rubber bands as they say the sounds in different words. 	<p>Assess: Listen to these sets of words. Thumbs up if they rhyme. Thumbs down if they do not rhyme. Here we go...</p> <ol style="list-style-type: none"> 1. fin - win 2. rug - mug 3. hat - dress 4. pan - man 5. bird - book 6. lock - rock 7. bet - get 8. cup - dog <p>Phonics</p> <p>K12 Placement Tests</p> <p>5 years old this fall, give the Basic Phonics Assessment. 6 years old this fall, give the Advanced Phonics Assessment. 7 years old this fall, give Reading ...</p> <p>epcontent.k12.com/placement/placement/place ment_langarts_2.html - 29k -</p> <p>DIBELS</p> <p>JINGO Games</p> <p>Curriculum-based Assessment</p>

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

**Learner Outcomes
 (Skills/Concepts)**

Use the context of print to determine the meaning of words

Use knowledge of letter-sound correspondences and high frequency words to orally read age-appropriate material

Begin to recognize miscues that interfere with meaning and use self-correcting strategies

Read age-appropriate material orally with accuracy, rhythm, volume and flow that sounds like everyday speech

Re-enact or dramatize the contents of stories for retellings

Make connections between prior knowledge and textual information

Relate text to life situations and experiences

Use comparisons and analogies to explain ideas

Describe the causes and effects of specific events

Draw reasonable conclusions about text and support those conclusions with evidence from the text

Follow simple written instructions (e.g., how to assemble a product or play a board game)

Discriminate between fact and opinion

Make reasonable inferences

Identify the author's purpose

Suggested Activities and Materials

Stretchy Names

Children and teacher clap and say a verse for each child in class:
 CHRISTOPHER, CHRISTOPHER, HOW
 DO YOU DO? WHO'S THAT FRIEND
 RIGHT NEXT TO YOU?

Children and teacher say the next child's name very slowly, stretching palms far apart as the word is stretched; RRRR-eeee-bbbb-eee-ckckck-aaa.

Clap once quickly and say name fast:

Sound Boxes

After children can do "rubber band stretch," teacher shows students how to make sound boxes on their papers or lap boards.

They learn to say a word, stretching it out, and then slide a marker into each box as they hear each sound or phoneme.

A Song to Teach Phonemic Segmentation

Listen, listen to my word,

Assessment/Evidence of Mastery

Ask the student(s) to use the word in a sentence.

Multiple-choice test with print- or picture-based definitions.

Running Records

Comprehension PDF

Comprehension Assessment Rubric

File Format: PDF/Adobe Acrobat - View as HTML

Beginning. Emergent. Proficient. Exemplary. Character. Details/examples are. missing causing an. unclear picture of the. character(s) or the ...
www.readwritethink.org/lesson_images/lesson41/ftm_rubric.pdf - [Similar pages](#)

Fill in the details that support the main idea (using a graphic organizer).

Matching: Match the cause with its effect (causes on left; effects on right)

Matching: Match the effect with its cause (effects on left; causes on right)

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 Reading Curriculum
 First Grade

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<p>Recall major points in the text</p> <p>Identify patterns in text (e.g., pattern books, nursery rhymes) and predict what will come next in an ongoing pattern</p> <p>Make predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words and foreshadowing</p> <p>Change or conform predictions as information is added</p> <p>Identify beginning, middle, and end of story</p> <p>Retell familiar stories</p> <p>Summarize or tell information from a broad range of reading materials</p> <p>Ask and answer questions about important events or information within text</p> <p>Describe in their own words what new information they gained from the text</p> <p>Extend the story</p> <p>Identify story elements (e.g., character, plot, setting)</p> <p>Distinguish the main idea from supporting details for the purpose of clarification and organization of ideas</p> <p>Order events in reasonable sequence</p> <p>Skim the text for general understanding and note key features</p> <p>Scan for specific or relevant information</p> <p>Establish a purpose prior to reading a text selection</p>	<p>Then tell me all the sound you heard: race /r/ is one sound /a/ is two, /s/ is last in race it's true. Thanks for listening to my word And telling all the sounds you heard!</p> <p>Phonics</p> <p>Spinning Short Vowel Word Game (http://www.canteach.ca/elementary/beginning6.html)</p> <p>Students will recognize, create, and write short vowel words by using three spinners.</p> <p>Materials</p> <p>three spinners labeled as follows: 1st spinner: t, b, c, d, f, h, m, p, r, and s 2nd spinner: a, e, i, o, u, a, e, i, o, and u 3rd spinner: the same as the first spinner</p> <p>pencils</p> <p>2 pieces of paper per student</p> <p>Method</p> <p>This game can be played in pairs or small groups.</p> <p>Each player takes a turn by spinning each</p>	<p>Put a group of sentences or pictures in order (first step is given)</p> <p>Comprehension Strategies</p> <p>Teacher observation during large and small group activities</p> <p>Teacher monitoring of student questions/responses</p> <p>Complete comprehension strategy activities independently:</p> <p>Main Idea Context Clues Cause and Effect Facts and Opinions Sequencing Summarizing Idioms - Figurative Language Inferences Similes and Metaphors Multiple Meaning Words</p> <p>Structural Analysis</p> <p>Literary Analysis, Critique, and Evaluation of Text</p>

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

**Learner Outcomes
 (Skills/Concepts)**

Activate prior knowledge, including knowledge of content, knowledge of text structure, and knowledge of strategies to use with a given text

Monitor own comprehension and apply additional strategies when understanding breaks down (e.g., skip the word or phrase and read on; think of an example; think of a visual image; read ahead; connect information; reread and clarify information; summarize in own words)

Recognize words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., first, finally, as a result)

Use resources (e.g., dictionary, index, encyclopedia, computer) to broaden understanding of concepts and to verify and confirm meaning

Share responses to text (e.g., small group and whole class discussions, book clubs, visual presentation, written response, multimedia)

Identify and locate the title, table of contents, author and illustrator

Use alphabetical and numerical features of table of contents, indexes, dictionaries, encyclopedias, telephone books, glossaries, and chapter headings to locate information

Suggested Activities and Materials

spinner once in order (1st spinner, 2nd spinner, then 3rd spinner). The player then writes down each letter that the spinner stopped on on their rough piece of paper.

If a word is formed by the three letters, the player writes the word down on their good sheet of paper, and then the next player spins. If not, they lose a turn and the next player spins.

The student with the most number of correct words on their paper, at the end of a set amount of time, wins.

Clifford's Interactive Storybooks
 Students read or listen to stories and identify words that correctly complete sentences. Fun interactive games ask students to identify letters, sounds, and words.

Word Knowledge/Vocabulary

JINGO Games

Word Wall Activities

Find word wall activity ideas -- and how-to resources -- on a special Word Wall Resource Page. (http://www.education-world.com/a_lesson/lesson/lesson328b.shtm)

Assessment/Evidence of Mastery

Listening and Speaking
 Research

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>Students who meet the standard can read and interpret a variety of literary works.</p> <p>Investigate self-selected/ teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.</p> <p>Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).</p> <p>Respond appropriately to texts representing life skills (e.g., classroom labels, school signs, restroom symbols).</p> <p>Produce simple evaluative expressions about the text ("I like the story because...").</p> <p>Discuss several books on the same topic.</p> <p>Identify specific parts of the text to support a point.</p>	<p>Category-based Pictionaries</p> <p>Teach Contextual Information Strategies: Clues located around the word assist with meaning.</p> <p>Graphic Organizers</p> <p>Orally reading connected text</p> <p>Interactive Charts</p> <p>Repeated reading</p> <p>Shared reading</p> <p>Partner reading</p> <p>Read along with audio text</p> <p>Teach Comprehension Strategies: Main Idea Context Clues Cause and Effect Facts and Opinions Sequencing Summarizing Idioms - Figurative Language Inferences Similes and Metaphors Multiple Meaning Words</p> <p>Question of the Day ("What did Wilbur use instead of a plate or bowl?")</p>	

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Assessment/Evidence of Mastery

Suggested Activities and Materials

**Learner Outcomes
 (Skills/Concepts)**

<p>Distinguish fantasy and realistic text</p> <p>Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales</p> <p>Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic</p> <p>Identify the main problem or conflict of the plot and explain how it is resolved</p> <p>Identify the use of rhythm, rhyme, and alliteration in poetry</p> <p>Describe the roles of authors and illustrators and their contributions to print materials</p> <p>Compare two books by the same author.</p> <p>Assume requested position and attend to speaker.</p> <p>Respond appropriately through movements both individually and in unison (e.g., choral answers, gestures, questions, repeating and retelling).</p> <p>Recognize common sounds (e.g., honk, bark, siren, whistle, running</p>	<p>(answer: a trough)</p> <p>irectly Teach Comprehension Strategies: Main Idea Context Clues Cause and Effect Facts and Opinions Sequencing Summarizing Idioms - Figurative Language Inferences Similes and Metaphors Multiple Meaning Words</p> <p>Use graphic organizers to visually organize information</p> <p>KWL Chart</p> <p>http://www.readingquest.org/strat/ - Strategies for comprehension</p> <p>Structural Analysis</p> <p>Literary Analysis, Critique, and Evaluation of Text</p> <p>Listening and Speaking</p> <p>Research</p>	
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 Reading Curriculum
 First Grade

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<p>water).</p> <p>Distinguish letter sounds.</p> <p>Differentiate between words that rhyme and those that do not rhyme.</p> <p>Distinguish between "real" and "make believe" events.</p> <p>Differentiate between a statement and a question.</p> <p>Formulate both a response statement and a question at appropriate times.</p> <p>Demonstrate through body language, art, gestures, and oral responses that some visual and auditory messages are being understood.</p> <p>Retell information given orally.</p> <p>Formulate relevant and focused questions and answers.</p> <p>Successfully complete a task based on oral instructions.</p> <p>Demonstrate understanding of materials, concepts, or instructions presented orally.</p> <p>Summarize or paraphrase information presented orally.</p>		

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

**Learner Outcomes
 (Skills/Concepts)**

Establish and maintain a focus.
 Elaborate main points with supporting details.
 Present ideas in a logical order.
 Use rules governing spoken English.
 Stay focused on the topic or subject.
 Contribute actively to the discussion.
 Communicate in a manner that respects the rights of other participants (e.g., taking turns, listening respectfully, looking at speaker, respecting alternative points of view).

Demonstrate awareness of personal space and spatial relationships (e.g., Where am I? Where are you? How far apart are we?).

Demonstrate awareness of speaker-audience relationship.

Demonstrate ability to stand and speak to a group independently.

Begin to use appropriate presentation techniques (rate, volume, some eye contact with audience).

Focus and present appropriate information on a single topic.

Suggested Activities and Materials

Assessment/Evidence of Mastery

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SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Assessment/Evidence of Mastery

Suggested Activities and Materials

**Learner Outcomes
 (Skills/Concepts)**

<p>Present ideas in an appropriate order.</p> <p>Use appropriate rules governing spoken English.</p> <p>Demonstrate awareness of others' desires and rights to talk.</p> <p>Demonstrate appropriate behaviors (e.g., avoid interrupting others, causing distractions, calling attention to self).</p> <p>Recognize the differences between questions and statements and appropriately contribute either or both.</p> <p>Write simple 2-3 word sentences (e.g., subject-verb/subject-verb-complement).</p> <p>Use beginning capitalization.</p> <p>Use end marks (e.g., period, question mark).</p> <p>Use phonemic clues, phonetic and/or developmental spellings to construct</p>	
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SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>words.</p> <p>Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, graphic organizers) to generate and organize ideas with teacher assistance.</p> <p>Tell a focused story using various approaches (e.g., pictures, scribbles, letter approximations, connected oral account).</p> <p>Use details in the telling that relate only to the story in the picture or letter approximations.</p> <p>Respond accurately to questions about the character(s) and event(s) in the picture.</p> <p>Attempt to write text that is related to the picture.</p> <p>Revise the picture/text for classroom publication or sharing with peers.</p> <p>Use basic components of the writing process (e.g., prewriting, drafting, publishing) to write for a variety of purposes (e.g., narration,</p>		

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>exposition).</p> <p>Retell a focused story.</p> <p>Create a basic publication using available resources (e.g., pictures, colors, computer, copier).</p> <p>Experiment with different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions).</p> <p>Generate questions of interest (e.g., using KWL, webs, graphic organizers)</p> <p>Collect information relevant to the topic</p> <p>Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book</p> <p>Group related information together under main topics</p> <p>Access and use books and stories to learn something new about a topic</p> <p>Access and use books and life experiences as sources of information for written reports, letters, and stories</p> <p>Present information in oral and written forms</p>		

SPEED S.E.J.A #802
Reading Curriculum
First Grade

Learner Outcomes
(Skills/Concepts)

Suggested Activities and Materials

Assessment/Evidence of Mastery

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities	Assessment/Evidence of Mastery
<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STANDARDS:</p> <p>A. Understand how literary elements and techniques are used to convey meaning.</p> <p>B. Read and interpret a variety of literary works.</p> <p>Benchmarks:</p> <p>2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.</p> <p>2.A.1b Classify literary works as fiction or nonfiction.</p> <p>1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.</p> <p>2.A.1c Describe differences between prose and poetry.</p> <p>2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.</p> <p>2.B.1b Identify common themes in literature from a variety of eras.</p> <p>2.B.1c Relate character, setting and plot to real-life situations.</p>	<p>Structural Analysis</p> <p>The School-Home Links First Grade Activities provided in this kit are keyed directly to ... Talking about favorite books · Learning about the library ... http://www.ed.gov/pubs/CompactforReading/table1.html</p> <p>Literary Analysis, Critique, and Evaluation of Text</p> <p>Literature response journals</p> <p>Diverse classroom library</p> <p>Bingo! Using Environmental Print to Practice Reading http://www.readwritethink.org/lessons/lesson_view.asp?id=954</p> <p>From Stop Signs to the Golden Arches: Environmental Print http://www.readwritethink.org/lessons/lesson_view.asp?id=27</p> <p>I Know That Word! Teaching Reading With Environmental Print http://www.readwritethink.org/lessons/lesson_view.asp?id=953</p>	<p>Structural Analysis</p> <p>Identify and locate the title, table of contents, author and illustrator</p> <p>Use alphabetical and numerical features of table of contents, indexes, dictionaries, encyclopedias, telephone books, glossaries, and chapter headings to locate information</p> <p>Literary Analysis, Critique, and Evaluation of Text</p> <p>Investigate self-selected/ teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.</p> <p>Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).</p>

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities	Assessment/Evidence of Mastery
<p>Respond appropriately to texts representing life skills (e.g., classroom labels, school signs, restroom symbols).</p> <p>Produce simple evaluative expressions about the text ("I like the story because...").</p> <p>Discuss several books on the same topic.</p> <p>Identify specific parts of the text to support a point.</p> <p>Distinguish fantasy and realistic text</p> <p>Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales</p> <p>Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic</p> <p>Identify the main problem or conflict of the plot and explain how it is resolved</p> <p>Identify the use of rhythm, rhyme, and alliteration in poetry</p> <p>Describe the roles of authors and</p>	<p><u>Arches: Environmental Print</u> http://www.readwritethink.org/lessons/lesson_view.asp?id=27</p> <p>I Know That Word! Teaching Reading With Environmental Print http://www.readwritethink.org/lessons/lesson_view.asp?id=953</p> <p>Book Sorting: Using Observation and Comprehension to Categorize Books http://www.readwritethink.org/lessons/lesson_view.asp?id=145</p> <p>A Bear of a Poem: Composing and Performing Found Poetry http://www.readwritethink.org/lessons/lesson_view.asp?id=835</p> <p>Building a Matrix for Leo Lionni Books: An Author Study http://www.readwritethink.org/lessons/lesson_view.asp?id=263</p> <p>ReadWriteThink, established in April of 2002, is a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Verizon Foundation. NCTE and IRA are working together to provide educators and students with</p>	

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

**Learner Outcomes
 (Skills/Concepts)**

illustrators and their contributions to print materials
 Compare two books by the same author.

Suggested Activities

access to the highest quality practices and resources in reading and language arts instruction through free, Internet-based content.
 ReadWriteThink offers a wide array of standards-based lesson plans that meaningfully integrate Internet content into the teaching and/or learning experience. Lessons can be selected according to grade band (K-2, 3-5, 6-8, 9-12) and area of literacy practice. Each lesson is research-based, and includes a detailed instructional plan. The lessons are written for the teacher but include student-ready materials such as worksheets, interactives, and reviewed Web resources.

<http://www.readwritethink.org/index.asp>

Assessment/Evidence of Mastery

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<ul style="list-style-type: none"> • STATE GOAL 3: Write to communicate for a variety of purposes. • STANDARDS: <ul style="list-style-type: none"> A. Use correct grammar, spelling, punctuation, capitalization and structure. B. Compose well-organized and coherent writing for specific purposes and audiences. C. Communicate ideas in writing to accomplish a variety of purposes. • Benchmarks: <ul style="list-style-type: none"> 3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech. 3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events). 3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports). 3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration. 3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes. 	<p>Give writing assignments that are connected to the literature the children are reading.</p> <p>Give authentic assignments (e.g., pen-pals, messages to peers and/or teacher).</p> <p>Journal writing</p> <p>Georgia Learning Connections Sequenced Lesson Plans / First Grade Language Arts http://www.glc.k12.ga.us/seq/lps/sudisplay.asp?SUID=101</p>	<p>Author's Chair</p> <p>Teacher Observation</p> <p>Conferencing with Peers</p> <p>Conferencing with Teacher</p>
<p>Write simple 2-3 word sentences (e.g., subject-verb/subject-verb-complement).</p> <p>Use beginning capitalization.</p> <p>Use end marks (e.g., period, question mark).</p> <p>Use phonemic clues, phonetic and/or developmental spellings to construct words.</p> <p>Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, graphic organizers) to generate and organize ideas with teacher assistance.</p> <p>Tell a focused story using various approaches (e.g., pictures, scribbles, letter approximations, connected oral account). Use details in the telling that relate only to the story in the picture</p>		

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

**Learner Outcomes
 (Skills/Concepts)**

Suggested Activities and Materials

Assessment/Evidence of Mastery

or letter approximations.

Respond accurately to questions about the character(s) and event(s) in the picture.

Attempt to write text that is related to the picture.

Revise the picture/text for classroom publication or sharing with peers.

Use basic components of the writing process (e.g., prewriting, drafting, publishing) to write for a variety of purposes (e.g., narration, exposition).

Retell a focused story.

Create a basic publication using available resources (e.g., pictures, colors, computer, copier).

Experiment with different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions).

Graphic Organizers

ABC's of the Writing Process
<http://www.angelfire.com/wi/writingprocess/>

Make class books

Shared writing

Interactive Writing

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
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STATE GOAL 4: Listen and speak effectively in a variety of situations.

STANDARDS A: Understand how literary elements and techniques are used to convey meaning.

- Benchmarks:**
- 1. 4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said. 2.A.1b Classify literary works as fiction or nonfiction.
 - 2. 4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.
 - 3. 4.A.1c Follow oral instructions accurately.
 - 4. 4.A.1d Use visually oriented and auditory based media.

STANDARDS B: Speak effectively using language appropriate to the situation and audience.

- Benchmarks**
- 1. 4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).
 - 2. 4.B.1b Participate in discussions around a common topic.

<p>Assume requested position and attend to speaker.</p> <p>Respond appropriately through movements both individually and in unison (e.g., choral answers, gestures, questions, repeating and retelling).</p> <p>Recognize common sounds (e.g., honk, bark, siren, whistle, running water).</p> <p>Distinguish letter sounds.</p> <p>Differentiate between words that</p>	<p>Listening and Speaking</p> <p>Read student-selected stories</p> <p>Interesting activities</p> <p>Internet4Classrooms</p> <p>On- and offline activities and assessments for language arts and math skills</p> <p>http://www.internet4classrooms.com/index.htm</p> <p>Nursery Rhymes and stories that rhyme</p> <p>Explicitly teach social skills</p>	<p>Internet4Classrooms</p> <p>On- and offline activities and assessments for language arts and math skills</p> <p>http://www.internet4classrooms.com/index.htm</p> <p>Shared reading (pause and allow students to add the rhyming word)</p> <p>Teacher observation</p>
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SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
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<p>rhyme and those that do not rhyme.</p> <p>Distinguish between "real" and "make believe" events.</p> <p>Differentiate between a statement and a question.</p> <p>Formulate both a response statement and a question at appropriate times.</p> <p>Demonstrate through body language, art, gestures, and oral responses that some visual and auditory messages are being understood.</p> <p>Retell information given orally.</p> <p>Formulate relevant and focused questions and answers.</p> <p>Successfully complete a task based on oral instructions.</p> <p>Demonstrate understanding of materials, concepts, or instructions presented orally.</p> <p>Summarize or paraphrase information presented orally.</p> <p>Establish and maintain a focus.</p> <p>Elaborate main points with supporting details.</p> <p>Present ideas in a logical order.</p> <p>Use rules governing spoken English.</p>		<p>Utah Education Network Lesson Plans and Assessment Plans http://www.uen.org/curriculumsearch/</p>
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SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

**Learner Outcomes
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Suggested Activities and Materials

Assessment/Evidence of Mastery

- Stay focused on the topic or subject.
- Contribute actively to the discussion.
- Communicate in a manner that respects the rights of other participants (e.g., taking turns, listening respectfully, looking at speaker, respecting alternative points of view).
- Demonstrate awareness of personal space and spatial relationships (e.g., Where am I? Where are you? How far apart are we?).
- Demonstrate awareness of speaker-audience relationship.
- Demonstrate ability to stand and speak to a group independently.
- Begin to use appropriate presentation techniques (rate, volume, some eye contact with audience).
- Focus and present appropriate information on a single topic.
- Present ideas in an appropriate order.
- Use appropriate rules governing spoken English.

Empty space for suggested activities and materials.

Empty space for assessment/evidence of mastery.

SPEED S.E.J.A #802
Reading Curriculum
First Grade

Learner Outcomes
(Skills/Concepts)

Demonstrate awareness of others' desires and rights to talk.

Demonstrate appropriate behaviors (e.g., avoid interrupting others, causing distractions, calling attention to self).

Recognize the differences between questions and statements and appropriately contribute either or both.

Suggested Activities and Materials

Assessment/Evidence of Mastery

SPEED S.E.J.A #802
 Reading Curriculum
 First Grade

Learner Outcomes
 (Skills/Concepts)

Suggested Activities and Materials

Assessment/Evidence of Mastery

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

STANDARD A: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

- Benchmarks:** 1. 5.A.1a Identify questions and gather information.
 2. 5.A.1b Locate information using a variety of resources.

STANDARD B: Analyze and evaluate information acquired from various sources.

- Benchmarks:** 1. 5.B.1a Select and organize information from various sources for a specific purpose.
 2. 5.B.1b Cite sources used.
 3. 5.C.1a Write letters, reports and stories based on acquired information.
 4. 5.C.1b Use print, nonprinting, human and technological resources to acquire and use information.

<p>Generate questions of interest (e.g., using KWL, webs, graphic organizers)</p> <p>Collect information relevant to the topic</p> <p>Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book</p> <p>Group related information together under main topics</p> <p>Access and use books and stories to learn something new about a topic</p> <p>Access and use books and life experiences as sources of information for written reports, letters, and stories</p> <p>Present information in oral and written forms</p>	<p>Utah Education Network Lesson Plans and Assessment Plans http://www.uen.org/curriculumsearch/SearchResults.do</p> <p>Use books and provide life experiences as sources of information for written reports, letters, and stories.</p> <p>Use multimedia encyclopedias, the internet</p> <p>Use cloze procedures... "I read a book about _____ are _____." Etc.</p> <p>Montgomery County Public Schools Early Childhood Technology Literacy Project http://www.mcps.k12.md.us/curriculum/littlekids/archive/index.html</p>	<p>Teacher observation of process</p> <p>Evaluation of product</p> <p>Rubrics</p>
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SPEED S.E.J.A #802
Reading Curriculum
First Grade

Learner Outcomes
(Skills/Concepts)

Suggested Activities and Materials

Assessment/Evidence of Mastery