

First Grade Reading Curriculum

First Quarter

| Standard | Essential Skill | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|----------|--|--|--|------------------------------|
| 1.1.7 b | Student will point to each word as it is read and us a return sweep. | Shared & Guided Reading | Volume 1: TE T47, T55, T113, T119, T147, T205, T239, T297, T303, T333, T391, T397, T427 Volume 2: TE T21, T27, T126-T134, T220-T228 Volume 3: TE T21, T27, T51, T59, T117, T123, T147, T155, T213, T219, T243, T251, T309, T315, T339, | observation |
| 1.1.1 a | Student will identify initial, middle and final sound in one syllable words. | Use letter cards to create CVC words; practice blending orally | Volume 1: TE T13, T20, T25, T40, T42-T45, T63, T82, T105, T112, T117, T155, T197, T204, T209, T289, T296, T301, T320-T321, T338, T383, T388-T390, T395, T416-T417, T435, T458, BTS5 Volume 2: TE T20, T25, T45, T114, T208, T213, T232- | Report card assessment tools |

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| | | | T233, T253, T302, T326-T327, T337, T396, T421, T431, T441 | |
| 1.1.1 b | Student will blend 3-4 phonemes into a whole word. | “Let’s Cheer” (give me an ‘m’, give me an ‘a’, give me a ‘t’...what do we have? MAT | Volume 1: TE T18-T19, T26, T44-T45, T53, T82, T110-T111, T118, T135-T137, T145-T146, T155, T174, T202-T203, T210, T227-T229, T237-T238, T247, T266, T294-T295, T302, T322-T323, T331-T332, T341, T360, T388-T389, T396, T416-T417, T426, T458, BTS9 Volume 2: TE T18-T19, T26, T46-T47, T84, T112-T114, T120, T140-T141, T150, T206-T207, T214, T234-T235, T244, T300-T301, T308, T328-T329, T338, T367, T394-T396, T402, T422-T423, T432, T465 | Report card assessment tools |
| 1.1.1 | Student will segment 3-4 phonemes in one syllable words. | Practice holding up one finger for each sound in a word. Say the whole word, then say each sound in the word holding up one finger for each sound heard. | | Report card assessment tools Aimsweb |
| 1.4.1 | Student will retell or dramatize a story after | Dramatic Play Center, flannel board | | |

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| | reading it. | props to retell familiar stories *Art | | |
| 1.2.1 | Student will answer who, what, where, and when questions after listening to or reading a story. | Shared Reading, Guided Reading *Social Studies | | Report card assessment tools |
| 1.6.1 | Student will follow two step oral directions to complete a task. | Daily Routines | | |

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Second Quarter

| Standard | Essential Skill | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|----------|---|---|---------------------|------------------------------|
| 1.1.7 c | Student will identify meaning of ending punctuation. | Shared Reading, Guided Reading, Interactive Writing and Editing | | |
| 1.1.1 | Student will reproduce and manipulate sounds for common letter combinations (i.e. word families, consonant blends and diagraphs). | Teach spelling patterns. Phonics Library books (one for each student), students highlight letter combinations, add words to class chart | | Report card assessment tools |
| 1.1.4 | Student will obtain information using text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | Shared Reading, Guided Reading, use Big books to introduce <i>*Science</i> <i>*Social Studies</i> | | |
| 1.11.1 | Student will recognize that stories originate in various cultures. | Read Alouds <i>*Social Studies</i> <i>*Art</i> | | |
| KPBSD | Student will decode two-syllable words following basic patterns by breaking the words into syllables. | | | |
| 1.7.1 a | Student will identify fiction, nonfiction and poetry | Shared & Guided Reading | | |

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Third Quarter

| Standard | Essential Skill | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|----------|--|--|---------------------|------------------------------|
| 1.1.7 d | Student will distinguish between capital and lower case letters (e.g. sentences and names begin with capitals) | Shared & Guided Reading, Interactive Writing | | |
| KPBSD | Student will recognize and read grade-appropriate irregularly spelled words and high frequency words. | Guided & Independent Reading at instructional level, wrod wall | | |
| KPBSD | Student will read words with inflectional endings. | Guided & Independent | | |
| KPBSD | Student will use frequently occurring affixes as a clue to the meaning of a word. | | | |
| KPBSD | Student will use sentence-level context as a clue to the meaning of a word or phrase. | Picture Walk Cuing | | |
| 1.2.3 | Student will make and verify predictions based on information from the story. | Shared Reading – model “think aloud” | | Report card assessment tools |
| 1.2.2 | Student will generate questions to clarify meaning of the text. | Shared & Guided Reading, Questioning Strategy | | Report card assessment tools |
| 1.8.1 | Student will identify problem and solution, main characters, and setting (where and when in fiction). | Shared, Guided, & Independent Reading Story Map | | |

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Fourth Quarter

| Standard | Essential Skill | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|----------|--|--|---------------------|------------------------------|
| KPBSD | Student will read on level text orally with accuracy appropriate rate and expression on successive readings. | Shared & guided reading | | AIMSWEB probe |
| 1.1.6 | Student will self-monitor and self -correct while reading (e.g. recognizing when there is a miss match and using other strategies to correct). | Cuing & Metacognition strategies | | |
| KPBSD | Student will identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) | | | |
| KPBSD | Student will use the illustrations and details in a text to describe its key ideas. | Guided Reading, help students create a web that illustrates main idea and supporting details | | Report card assessment tools |
| KPBSD | Student will identify the reasons an author gives to support points in a text. | | | |
| KPBSD | Student will 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. | | | |