

CONCEPT OF PRINT & FLUENCY	PHONEMIC AWARENESS & PHONETIC PRINCIPLES	READING COMPREHENSION
<p><b>CONCEPTS OF PRINT</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b></p> <ul style="list-style-type: none"> <li>a) Read from left to right and top to bottom.</li> <li>b) Match spoken words with print.</li> <li>c) Identify letters.</li> <li>c) Identify words.</li> <li>c) Identify sentences.</li> </ul> <p>Ending punctuation: period &amp; question mark.</p> <ul style="list-style-type: none"> <li>• Follow print from one line to next (return sweep).</li> </ul> <p>d) Read own writing.</p> <p><b>FLUENCY</b></p> <p><b>1.9 &amp; 1.10 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</b></p> <p><b>h/i)</b> Reread familiar leveled readers with fluency, accuracy and meaningful expression.</p> <ul style="list-style-type: none"> <li>• Reread during independent reading time, and during teacher coached choral and echo reading.</li> <li>• Demonstrate automaticity with known high frequency words.</li> <li>• Apply phonics, meaning clues, and language structure to decode words.</li> <li>• Demonstration fluency during oral reading.             <ul style="list-style-type: none"> <li>➢ Reflect meaning of end punctuation: period, question mark, exclamation mark.</li> <li>➢ Reflect meaning of specialized print, e.g. emphasis.</li> <li>➢ Read with expression.</li> </ul> </li> </ul>	<p><b>PHONEMIC PRINCIPLES</b></p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b></p> <p><b>PHONEMES</b></p> <ul style="list-style-type: none"> <li>• Review consonant sounds as needed.</li> </ul> <ul style="list-style-type: none"> <li>a) Create rhyming words.             <ul style="list-style-type: none"> <li>• Orally produce words that rhyme with an orally given word.</li> <li>• Create rhyming words orally.</li> </ul> </li> <li>b) Count phonemes (sounds) within one-syllable words.</li> <li>c) Blend sounds to make one-syllable words.             <ul style="list-style-type: none"> <li>• Short <i>a</i> and <i>i</i> in VC and CVC patterns.</li> <li>• Short <i>o</i>, <i>e</i> and <i>u</i> in VC and CVC patterns.</li> </ul> </li> </ul> <p><b>PHONETIC PRINCIPLES</b></p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b></p> <p><b>DECODING</b></p> <ul style="list-style-type: none"> <li>a) Use beginning consonants to decode single-syllable words.</li> <li>a) Use ending consonants to decode single-syllable words.</li> <li>f) Use word patterns to decode unfamiliar words.             <ul style="list-style-type: none"> <li>• Blend onset and rime.</li> <li>• Blend short vowel (<i>a, i, o, e, u</i>) in VC and CVC patterns.</li> </ul> </li> <li>h) Read common, high-frequency sight words, including <i>go, on, the, and, here, not, too, we, a, have, to, who, in, do, for, I, is, me, my, said, your, are, he, live, they, where</i>, and numbers 1-5: <i>one, two, three, four, five</i>. (See <a href="#">High Frequency Word List</a> for complete list by 9-weeks.)</li> </ul> <p><b>DECODING STRATEGY</b></p> <ul style="list-style-type: none"> <li>➢ Look carefully at the word.</li> <li>➢ Look for word parts you know and think about the sound for the letters.</li> <li>➢ Blend the sounds to read the word.</li> <li>➢ Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> <li>➢ If not, ask yourself: Can I predict this word using word parts and meaning clues? Does it make sense? (Example: The <u>bear</u> scared me.)</li> </ul> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>a) Use beginning consonants to spell single-syllable words.</li> <li>a) Use ending consonants to spell single-syllable words.</li> <li>f) Use word patterns (onset and rime) to decode unfamiliar words.             <ul style="list-style-type: none"> <li>• Single syllables words with <i>m, s, c, t, n, f, p, b, r, h, g</i> and short <i>a</i> and <i>i</i>.</li> <li>• Single syllables words with <i>d, w, l, x, y, k, v, qu, j, z</i>, and short <i>e</i> and <i>u</i>.</li> </ul> </li> <li>• Apply the alphabetic principals while writing unfamiliar words.</li> </ul>	<p><b>VOCABULARY</b></p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b></p> <ul style="list-style-type: none"> <li>c) Use information from the story to understand the meaning of words.             <ul style="list-style-type: none"> <li>• Use pictures</li> <li>• Build general vocabulary: school words, shape words, words for feelings, senses, number words, foods, days of the week, months of the year.</li> <li>• Understand the difference between fiction and nonfiction and realistic and fantasy stories.</li> </ul> </li> <li>f) Reread and self-correct.</li> </ul> <p><b>FICTION</b></p> <p><b>1.9 The student will read and demonstrate comprehension of a variety of fiction: Leveled Readers, Shared Readings</b></p> <ul style="list-style-type: none"> <li>a) Preview the selection and make predictions.             <ul style="list-style-type: none"> <li>• Look at cover and illustrations.</li> <li>• Read title.</li> </ul> </li> <li>c) Relate previous experiences to what is read (Text to Self connections).             <ul style="list-style-type: none"> <li>• Use own experiences to make sense of and talk about a character and what happens in a story.</li> </ul> </li> <li>f) Identify characters.             <ul style="list-style-type: none"> <li>• Use illustrations and details to describe characters.</li> </ul> </li> <li>f) Identify setting.             <ul style="list-style-type: none"> <li>• Use illustrations and details to describe the setting.</li> </ul> </li> <li>f) Identify important events in a story.             <ul style="list-style-type: none"> <li>• Retell the story using the important events.</li> <li>• Sequence events.</li> </ul> </li> <li>e) Answer who, when, where, what, why questions.             <ul style="list-style-type: none"> <li>• Complete graphic organizers: story structure, comparison/contrast.</li> </ul> </li> </ul> <p><b>NONFICTION</b></p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction: Shared Readings, Leveled Readers &amp; Content Textbooks</b></p> <ul style="list-style-type: none"> <li>a) Preview the selection.             <ul style="list-style-type: none"> <li>• Look at cover and illustrations.</li> <li>• Read title and headings.</li> </ul> </li> <li>c) Set a purpose for reading.</li> <li>e) Make, confirm, and revise predictions about content before, during, and after reading.</li> <li>f) Answer who, where, and why questions about what is read.             <ul style="list-style-type: none"> <li>• Complete graphic organizers: cause/effect, comparison/contrast.</li> </ul> </li> </ul>

WRITING & RESEARCH	EDITING & REFERENCE TOOLS	SPEAKING & LISTENING
<p style="text-align: center;"><b>WRITING ABOUT READING</b></p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b></p> <ul style="list-style-type: none"> <li>Use drawing to represent characters and/or actions from a story.</li> <li>Label drawings (dictated, phonetic spelling, or letter-like forms).</li> </ul> <p style="text-align: center;"><b>WORKSHOP ROUTINE</b></p> <ul style="list-style-type: none"> <li>Gather for Getting Ready to Write.</li> <li>Write silently during Writing Time.</li> <li>Participate during Sharing Time</li> <li>Add ideas during Reflecting</li> </ul> <p style="text-align: center;"><b>COMPOSING &amp; WRITTEN EXPRESSION</b></p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b> Participate in Shared, Interactive, Language Experience class/group writing and Independent Writing. <b>List, Description, Narrative Story, Pattern Text (Innovations), Chart/Table, Informational Report, Letter animal</b> (See <a href="#">Grade 1 Prompt Rubric</a>)</p> <p><b>PREWRITING</b></p> <p>a) Generate ideas from personal experiences.</p> <ul style="list-style-type: none"> <li>Use mentor texts.</li> <li>Talk with a peer.</li> <li>Visualize based on a sentence starter/prompt given by the teacher.</li> <li>Draw a picture of what was visualized.</li> <li>Make a list of ideas to write about.</li> <li>Tell a story orally.</li> </ul> <p><b>WRITING</b></p> <p>b) Focus on one topic.</p> <ul style="list-style-type: none"> <li>Write or dictate a sentence about a picture drawn in prewriting.</li> <li>Copy the sentence starter that prompted a picture in prewriting and finish the sentence with own words.</li> <li>Choose from a list, a topic to write about.</li> <li>Imitate sentence structure of mentor text.</li> <li>Write freely.</li> </ul> <p>c) Revise by adding description when writing about people, places, things, and events.</p> <ul style="list-style-type: none"> <li>Add details to picture so it tells more.</li> <li>Add sentence that talk about the new picture details.</li> <li>Add sound words.</li> </ul>	<p style="text-align: center;"><b>EDITING</b></p> <p style="text-align: center;"><b>USAGE AND MECHANICS</b></p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b></p> <p>e) Begin each sentence with a capital letter and use ending punctuation in final copies.</p> <ul style="list-style-type: none"> <li>Capitalize names.</li> </ul> <p style="text-align: center;"><b>SPELLING</b></p> <p>f) Use correct spelling for commonly used sight words and phonically regular words.</p> <ul style="list-style-type: none"> <li>Use classroom resources to spell words, e.g., word wall.</li> </ul> <p style="text-align: center;"><b>PRINT CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>Write left to right; top to bottom.</li> <li>Leave space between words.</li> <li>Capitalize <i>I</i>.</li> <li>Use end punctuation: period.</li> </ul> <p style="text-align: center;"><b>VOCABULARY OF PRINT CONVENTIONS, GRAMMAR, USAGE, AND MECHANICS</b></p> <ul style="list-style-type: none"> <li>Print: Capitalization/capital letter, punctuation, period, question mark, sentence.</li> <li>Grammar: noun/naming word, adjective/describing word; singular/plural.</li> </ul> <p style="text-align: center;"><b>HANDWRITING</b></p> <p><b>1.12 The student will print legible.</b></p> <p>a) Form letters accurately.</p> <ul style="list-style-type: none"> <li>Use manuscript number formation.</li> <li>Use appropriate pencil grip.</li> </ul> <p>b) Space words in sentences.</p> <p>c) Apply the alphabetic code (sound/letter relationships) to write unknown words phonetically.</p> <p style="text-align: center;"><b>WORD PROCESSING</b></p> <p><b>1.14 The student will use available technology for writing.</b></p> <ul style="list-style-type: none"> <li>Use digital tools to produce and publish writing.</li> </ul> <p>See <a href="#">Word Processing Skills Scope and Sequence</a>.</p>	<p style="text-align: center;"><b>ORAL EXPRESSION</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b></p> <p>a) Listen and respond to books/hear and discuss stories.</p> <p>a) Listen and respond to electronic media.</p> <p>c) Participate in a variety of oral language activities.</p> <ul style="list-style-type: none"> <li>Retell familiar stories orally.</li> <li>Retell familiar stories through informal drama.</li> <li>Dictate retelling of stories.</li> <li>Recite familiar rhymes, songs, and stories with repeated patterns.</li> <li>Participate in echo and choral speaking.</li> <li>Tell stories of their everyday life and interests.</li> </ul> <p>d) Participate in creative dramatics.</p> <p>e) Express ideas orally in complete sentences.</p> <p style="text-align: center;"><b>ORAL INTERACTIONS WITH OTHERS</b></p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b></p> <p>a) Initiate conversation with peers and adults.</p> <ul style="list-style-type: none"> <li>Take turns listening and talking.</li> <li>Give full attention to person who is speaking.</li> <li>Speak clearly and listen on one another.</li> <li>Talk about their writing Reflecting on Writing time.</li> <li>Contribute to discussion about routines and behaviors.</li> <li>Participant in Class Meeting discussions.</li> <li>Learn "Turn to Your Partner" routine.</li> <li>Learn "Think, Pair, Share" routine.</li> <li>Express interest and appreciation for another's writing.</li> <li>Read own story aloud.</li> </ul> <p>c) Respond to questions in small-group settings.</p> <p>d) Follow simple two-step oral directions.</p> <ul style="list-style-type: none"> <li>Understand time and position words when following directions: <i>e.g. first, second, next on, under beside, and over.</i></li> </ul> <p style="text-align: center;"><b>LISTENING AND SPEAKING</b></p> <p><b>1.2 The student will expand understanding and use of word meanings.</b></p> <p>a) Increase listening and speaking vocabularies.</p> <ul style="list-style-type: none"> <li>Increase oral descriptive vocabulary (to describe actions, people, places, things, and ideas).</li> <li>Learn and use new words from class discussion and read aloud books.</li> </ul> <p>c) Use common singular and plural nouns.</p> <p>d) Use vocabulary from other content areas.</p>

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(See <a href="#">High Frequency Word List</a> for complete list by 9-weeks.)</li> </ul> <p><b>DECODING STRATEGY</b></p> <ul style="list-style-type: none"> <li>➢ Look carefully at the word.</li> <li>➢ Look for words parts you know and think about the sound for the letters.</li> <li>➢ Blend the sounds to read the word.</li> <li>➢ Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> <li>➢ If not, ask yourself: Can I predict this word using word parts and meaning clues? Does it make sense?</li> </ul> <p><b>SPELLING</b> (SEE <a href="#">HM EXPANDED WORD LIST</a> FOR SPECIFIC PATTERNS)</p> <ul style="list-style-type: none"> <li>e) Segment beginning, middle, and ending sound to write words.</li> <li>d) Use short vowel patterns VC and CVC to spell single-syllable words.</li> <li>b) Spell single syllable words beginning with consonant clusters with <i>r</i> (e.g., <i>cr, dr, gr, tr</i>) and beginning or ending with <i>sh</i> and <i>ch</i></li> <li>f) Use long vowel patterns CVCe to spell single-syllable words with long <i>a</i> or <i>i</i>.</li> </ul> <ul style="list-style-type: none"> <li>• Apply alphabetic principals while writing unfamiliar words.</li> <li>• Work at developmental spelling level based on <a href="#">Words Their Way</a> or <a href="#">Word Journeys</a>.</li> </ul>	<p><b>VOCABULARY</b></p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b></p> <ul style="list-style-type: none"> <li>c) Use information from the story.</li> <li>b) Use titles and pictures.</li> <li>f) Reread and self-correct.</li> <li>• Develop vocabulary to name and describe size, color, sounds, seasons; to show position, excitement; and to discuss content, texts, and stories.</li> <li>• Learn and apply concept of opposite meaning (antonyms).</li> </ul> <p><b>1.11 The student will use simple reference materials: Picture Dictionary and Personal Word Dictionary</b></p> <ul style="list-style-type: none"> <li>a) Use knowledge of alphabetical order by first letters (list of 5 words by first letter)</li> </ul> <p><b>FICTION</b></p> <p><b>1.9 The student will read and demonstrate comprehension of a variety of fiction: Leveled Readers, Picture Books, and Letters</b></p> <ul style="list-style-type: none"> <li>c) Relate previous experiences to what is read.                             <ul style="list-style-type: none"> <li>• Use own experiences and knowledge to make sense of and talk about a character and story events.</li> </ul> </li> <li>d) Make, confirm, and revise predictions about content when reading: before (preview selection) and during (based on what has been read).</li> <li>f) Identify characters.                             <ul style="list-style-type: none"> <li>• Use illustrations and story details to describe characters.</li> </ul> </li> <li>f) Identify setting.                             <ul style="list-style-type: none"> <li>• Use illustrations and story details to describe the setting.</li> </ul> </li> <li>f) Identify important events in a story; use important events to retell story and sequence events.</li> <li>e) Ask and answer who, what, where, when, why, and how questions.</li> <li>g) Retell stories and events, using beginning, middle, and end.                             <ul style="list-style-type: none"> <li>• Name/identify the character telling a story.</li> <li>• Use story vocabulary: character, setting, problem; events; fiction</li> </ul> </li> </ul> <p><b>NONFICTION</b></p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction: Magazine Articles, Leveled Readers, and Letters</b></p> <ul style="list-style-type: none"> <li>a) Preview the selection: cover, title, headings, and illustrations.</li> <li>c) Set a purpose for reading.</li> <li>e) Make, confirm, and revise predictions about content before, during, and after reading.</li> <li>f) Identify place/setting.</li> <li>b) Relate previous experiences and knowledge to what is read.</li> <li>f) Identify topic: people, animals, event, <i>etc.</i> that are the subject of the selection</li> <li>g) Identify main idea.                             <ul style="list-style-type: none"> <li>• Summarize using main idea and details and sequence/flow chart organizer.</li> <li>• Complete Graphic Organizers bubble/cluster; classification/categorization</li> </ul> </li> </ul>

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<p style="text-align: center;"><b>WRITING ABOUT READING</b></p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b></p> <ul style="list-style-type: none"> <li>• Use drawing to represent characters and/or actions from a story and information from nonfiction.</li> <li>• Label drawings (dictated and phonetic spelling).</li> <li>• Beginning to write sentence to answer a question.</li> </ul> <p style="text-align: center;"><b>WORKSHOP ROUTINE</b></p> <ul style="list-style-type: none"> <li>• Gather for Getting Ready to Write.</li> <li>• Write silently during Writing Time.</li> <li>• Participate during Sharing Time</li> <li>• Add ideas during Reflecting</li> </ul> <p style="text-align: center;"><b>COMPOSING &amp; WRITTEN EXPRESSION</b></p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b> Participate in Shared, Interactive, Language Experience class/group writing and Independent Writing. <b>List, Description, Narrative Story, Pattern Text (Innovations), Chart/Table, Informational Report</b> (See <a href="#">Grade 1 Prompt Rubric</a>)</p> <p><b>PREWRITING</b></p> <p><b>a)</b> Generate ideas from personal experiences.</p> <ul style="list-style-type: none"> <li>• Use mentor texts.</li> <li>• Talk with a peer.</li> <li>• Visualize based on a sentence starter/prompt given by the teacher.</li> <li>• Draw a picture of what was visualized.</li> <li>• Make a list of ideas to write about.</li> <li>• Tell a story orally.</li> </ul> <p><b>WRITING</b></p> <p><b>b)</b> Focus on one topic.</p> <ul style="list-style-type: none"> <li>• Write or dictate a sentence about a picture drawn in prewriting.</li> <li>• Copy the sentence starter that prompted a picture in prewriting and finish the sentence with own words.</li> <li>• Choose from a list, a topic to write about.</li> <li>• Imitate sentence structure of mentor text.</li> <li>• Write freely.</li> <li>• Write beginning, middle, end.</li> </ul> <p><b>c)</b> Revise by adding description when writing about people, places, things, and events.</p> <ul style="list-style-type: none"> <li>• Add details to picture so it tells more.</li> <li>• Add sentence that talk about the new picture details.</li> <li>• Add sound words.</li> </ul>	<p style="text-align: center;"><b>EDITING</b></p> <p style="text-align: center;"><b>USAGE AND MECHANICS</b></p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b></p> <p><b>e)</b> Begin each sentence with a capital letter and use ending punctuation in final copies.</p> <ul style="list-style-type: none"> <li>• Capitalize names.</li> <li>• Use <i>I</i> and <i>me</i> appropriately in sentences.</li> </ul> <p style="text-align: center;"><b>SPELLING</b></p> <p><b>f)</b> Use correct spelling for commonly used sight words and phonically regular words.</p> <ul style="list-style-type: none"> <li>• Use classroom resources to spell words, e.g., word wall.</li> </ul> <p style="text-align: center;"><b>PRINT CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Write left to right; top to bottom.</li> <li>• Capitalize first word of sentence and I.</li> <li>• Use end punctuation: period and question mark.</li> </ul> <p><b>d)</b> Use complete sentences in final copies.</p> <p style="text-align: center;"><b>VOCABULARY OF PRINT CONVENTIONS, GRAMMAR, USAGE, AND MECHANICS</b></p> <ul style="list-style-type: none"> <li>• Print: Capitalization/capital letter, punctuation, period, question mark, exclamation mark, speech/quotation marks</li> <li>• Grammar: noun/naming word, adjective/describing word; verb/action word; singular/plural; telling sentence; asking sentence; naming part of sentence/action part of sentence.</li> </ul> <p style="text-align: center;"><b>HANDWRITING</b></p> <p><b>1.12 The student will print legible.</b></p> <p><b>a)</b> Form letters accurately.</p> <p><b>b)</b> Leave space between words and sentences.</p> <p><b>c)</b> Use alphabetic code to write unknown words phonetically.</p> <ul style="list-style-type: none"> <li>• Use appropriate pencil grip.</li> </ul> <p style="text-align: center;"><b>WORD PROCESSING</b></p> <p><b>1.14 The student will use available technology for writing.</b></p> <ul style="list-style-type: none"> <li>• Use digital tools to produce and publish writing.</li> <li>• See <a href="#">Word Processing Skills Scope and Sequence</a>.</li> </ul>	<p style="text-align: center;"><b>ORAL EXPRESSION</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b></p> <p><b>a)</b> Listen and respond to books, poems, and informational text: hear and discuss.</p> <p><b>a)</b> Listen and respond to electronic media.</p> <p><b>c/d)</b> Participate in a variety of oral language activities.</p> <ul style="list-style-type: none"> <li>• Tell and retell stories and events in logical order.</li> <li>• Recite and participate in choral speaking of familiar rhymes, songs, and poems with repeated pattern.</li> <li>• Ask and answer questions to gain information or clarify something.</li> <li>• Participate in creative dramatics.</li> </ul> <p><b>e)</b> Express ideas orally in complete sentences.</p> <ul style="list-style-type: none"> <li>• Use pronouns: <i>I/mine; 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talk about the meaning of words as they are encountered in shared and interactive reading.</p> <ul style="list-style-type: none"> <li>• Develop vocabulary to name and describe size, color, sounds, seasons; to show position, excitement; and content words for family, weather and other units of study.</li> <li>• Learn and apply concept of opposite meaning (antonyms).</li> </ul> <p><b>c)</b> Use common singular and plural nouns.</p> <p><b>d)</b> Use vocabulary from other content areas.</p>

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Does it make sense in what I am reading?</li> <li>➢ If not, ask yourself: Can I predict this word using word parts and meaning clues? Does it make sense?</li> </ul> <p><b>SPELLING</b> (SEE <a href="#">HM EXPANDED WORD LIST</a> FOR SPECIFIC PATTERNS)</p> <ul style="list-style-type: none"> <li>f) Segment beginning, middle, and ending sound to write words.</li> <li>f) Use long vowel patterns for a, e, o, u to spell single-syllable words.</li> <li>f) Use vowel patterns for long and short oo and /ou/ sound to spell single-syllable words.</li> <li>f) Add <i>-s</i> ending to nouns and <i>-ed</i> and <i>-ing</i> endings to verbs.</li> <li>h) Spell commonly used sight words                             <ul style="list-style-type: none"> <li>• Use available word resources, e.g., word wall.</li> <li>• Apply alphabetic principals while writing unfamiliar words.</li> <li>• Work at developmental spelling level based on <a href="#">Words Their Way</a> or <a href="#">Word Journeys</a>.</li> </ul> </li> </ul>	<p><b>VOCABULARY</b></p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b></p> <ul style="list-style-type: none"> <li>c) Use information from the text.</li> <li>b) Use titles and pictures.</li> <li>f) Reread and self-correct.</li> <li>a) Use words, phrases, and sentences.</li> <li>d) Use knowledge of sentence structure.</li> <li>e) Use knowledge of story structure.</li> <li>• Expand vocabulary to name and describe size, color, sounds; to show position, excitement, surprise; and to discuss content, texts, and stories.</li> <li>• Develop vocabulary of words to show action.</li> </ul> <p><b>1.11 The student will use simple reference materials: Picture Dictionary and Personal Word Dictionary</b></p> <ul style="list-style-type: none"> <li>a) Use knowledge of alphabetical order by first letters (list of 5 words by first letter).</li> </ul> <p><b>FICTION</b></p> <p><b>1.9 The student will read and demonstrate comprehension of a variety of fiction: Leveled Readers, Picture &amp; Chapter Books, and Poems</b></p> <ul style="list-style-type: none"> <li>c) Relate previous experiences to what is read.                             <ul style="list-style-type: none"> <li>• Use own experiences and knowledge to make sense of and talk about a character and story events.</li> </ul> </li> <li>d) Make confirm, and revise predictions about content when reading: before (preview selection) and during (based on what has been read).</li> <li>e) Ask and answer who, what, why, when, where, and how questions.</li> <li>g) Retell stories and events in poems, using beginning, middle, and end.                             <ul style="list-style-type: none"> <li>• Identify words and phrases in stories and poems that suggest feelings or appeal to senses.</li> </ul> </li> <li>f) Identify and describe characters, setting, and story events.</li> <li>f) Retell and sequence the story using the important events.                             <ul style="list-style-type: none"> <li>• Name/identify the character telling a story.</li> <li>• Use story vocabulary: character, setting, problem; beginning, middle, end; events; fiction.</li> </ul> </li> </ul> <p><b>NONFICTION</b></p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction: Magazine Articles, Leveled Readers, Newspapers, and Recipes</b></p> <ul style="list-style-type: none"> <li>c) Preview the selection: cover, title, headings, illustrations, photographs, caption, and table of contents and set a purpose for reading.</li> <li>f) Ask and answer who, what, where, when, why, and how questions.</li> <li>e) Make, confirm, and revise predictions about content before, during, and after reading.</li> <li>g) Identify main idea.</li> <li>d) Relate previous experiences to what is read. (Text to Self &amp; Text to World)                             <ul style="list-style-type: none"> <li>• Identify topic: people, animals, event, <i>etc.</i> that are the subject of the selection and important information about the topic.</li> <li>• Use nonfiction vocabulary: heading, illustration, nonfiction, information, fact.</li> <li>• Summarize using main idea and details and sequence/flow chart organizer.</li> <li>• Complete Graphic Organizers bubble/cluster; classification/categorization</li> </ul> </li> </ul>

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noun, adjective/describing word; verb/action word; singular/plural; naming part of sentence/action part of sentence.</li> </ul> <p style="text-align: center;"><b>HANDWRITING</b></p> <p><b>1.12 The student will print legible.</b></p> <ul style="list-style-type: none"> <li>• Write left to right; top to bottom.</li> <li><b>b)</b> Leave space between words and sentences.</li> <li><b>c)</b> Use alphabetic code to write unknown words phonetically.</li> <li>• Form letters and use pencil grip appropriately.</li> </ul> <p style="text-align: center;"><b>WORD PROCESSING</b></p> <p><b>1.14 The student will use available technology for writing.</b></p> <ul style="list-style-type: none"> <li>• Use digital tools to produce and publish writing.</li> <li>• See <a href="#">Word Processing Skills Scope and Sequence</a>.</li> </ul>	<p style="text-align: center;"><b>ORAL EXPRESSION</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b></p> <p><b>a)</b> Listen and respond to books, poems, and informational text: hear and discuss.</p> <p><b>a)</b> Listen and respond to electronic media.</p> <p><b>c/d)</b> Participate in a variety of oral language activities.</p> <ul style="list-style-type: none"> <li>• Tell and retell stories and events in logical order.</li> <li>• Recite and participate in choral speaking of familiar rhymes, songs, and poems with repeated pattern.</li> <li>• Ask and answer questions to gain information or clarify something.</li> <li>• Participate in creative dramatics.</li> </ul> <p><b>e)</b> Express ideas orally in complete sentences.</p> <ul style="list-style-type: none"> <li>• Use pronouns: <i>I/mine; 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<p><b>CONCEPTS OF PRINT</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b></p> <ul style="list-style-type: none"> <li>b) Match spoken words with print.</li> <li>c) Identify letters, words, and sentences.</li> <li>c) Identify ending punctuation: period, question mark, excitement/exclamation mark.</li> <li>d) Read own writing.</li> </ul> <p><b>FLUENCY</b></p> <p><b>1.9 &amp; .10 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</b></p> <p><b>h/i)</b> Reread familiar leveled readers with fluency, accuracy and meaningful expression.</p> <ul style="list-style-type: none"> <li>• Reread during independent reading time, and during teacher coached choral and echo reading.</li> <li>• Demonstrate automaticity with known high frequency words.</li> <li>• Apply phonics, meaning clues, and language structure to decode words.</li> <li>• Demonstration fluency during oral reading. <ul style="list-style-type: none"> <li>➢ Reflect meaning of end punctuation: period, question mark, exclamation mark.</li> <li>➢ Reflect meaning of specialized print, e.g. emphasis.</li> <li>➢ Read with expression.</li> </ul> </li> </ul>	<p><b>PHONEMIC PRINCIPLES</b></p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b></p> <p><b>PHONEMES</b></p> <ul style="list-style-type: none"> <li>e) Delete and substitute initial and final phonemes orally to change words.</li> <li>b) Substitute middle vowel sound in one-syllable words to change words.</li> <li>d) Segment one-syllable words into individual speech sounds; count sounds.</li> </ul> <p><b>PHONETIC PRINCIPLES</b></p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b></p> <p><b>DECODING</b></p> <ul style="list-style-type: none"> <li>a) Use base words and endings -es and -ies; -er, -est; -ed, -ing to decode words. <ul style="list-style-type: none"> <li>• Divide words into syllables, especially compound words.</li> <li>• Decode vowel pairs: <i>oi, oy, aw, au.</i></li> <li>• Decode <i>r</i>-controlled vowels: <i>or, ore, er, ir, ur, ar</i></li> <li>• Apply knowledge of sounds for <i>y</i> (long <i>e</i> or long <i>i</i>) to decode.</li> <li>• Apply knowledge of prefixes: <i>un-, re-</i>; suffixes: <i>-ful, -ly, -y</i></li> </ul> </li> <li>h) Read common, high-frequency sight words, including <i>ever, though, after, only, edge, enough, began, sure, head, above, against, already, thoughts, begin,</i> (See <a href="#">High Frequency Word List</a> by 9-weeks.)</li> </ul> <p><b>DECODING STRATEGY</b></p> <ul style="list-style-type: none"> <li>➢ Look carefully at the word.</li> <li>➢ Look for words parts you know and think about the sound for the letters.</li> <li>➢ Blend the sounds to read the word.</li> <li>➢ Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> <li>➢ If not, ask yourself: Can I predict this word using word parts and meaning clues? Does it make sense?</li> </ul> <p><b>SPELLING</b> (SEE <a href="#">HM EXPANDED WORD LIST</a> FOR SPECIFIC PATTERNS)</p> <ul style="list-style-type: none"> <li>f) Segment beginning, middle, and ending sound to write words.</li> <li>f) Apply long <i>i</i> sound spelled <i>y</i> in single-syllable words.</li> <li>f) Apply vowel pairs <i>oi, oy</i>; <i>r</i>-controlled sound in <i>store</i> and <i>car</i>.</li> <li>f) Add <i>-s</i> and <i>-es</i> ending to nouns to make plural.</li> <li>f) Add <i>-er</i> and <i>-est</i> endings to adjectives to make comparative.</li> <li>h) Spell commonly used sight words <ul style="list-style-type: none"> <li>• Use available word resources, e.g., word wall.</li> <li>• Apply alphabetic principals while writing unfamiliar words.</li> <li>• Work at developmental spelling level based on <a href="#">Words Their Way</a> or <a href="#">Word Journeys</a>.</li> </ul> </li> </ul>	<p><b>VOCABULARY</b></p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b></p> <ul style="list-style-type: none"> <li>• Use titles and pictures; information from the text; story structure; words, phrases, and sentence structure to read and self-correct.</li> <li>• Expand vocabulary to name, describe and show action and to discuss texts.</li> </ul> <p><b>1.11 The student will use simple reference materials: Picture Dictionary and Personal Word Dictionary</b></p> <ul style="list-style-type: none"> <li>a) Use knowledge of alphabetical order by first letters (list of 5 words by first letter).</li> </ul> <p><b>FICTION</b></p> <p><b>1.9 The student will read and demonstrate comprehension of a variety of fiction: Leveled Readers, Picture &amp; Chapter Books, and Poems</b></p> <ul style="list-style-type: none"> <li>c) Relate previous experiences to what is read. <ul style="list-style-type: none"> <li>• Use own experiences and knowledge to make sense of and talk about a character and story events.</li> </ul> </li> <li>d) Make confirm, and revise predictions about content when reading: before (preview selection) and during (based on what has been read).</li> <li>e) Ask and answer who, what, why, when, where, and how questions; locate information to answer questions.</li> <li>g) Retell stories and events in poems, using beginning, middle, and end. <ul style="list-style-type: none"> <li>• Identify words and phrases in stories and poems that suggest feelings or appeal to senses.</li> </ul> </li> <li>f) Make inference and draw conclusions about characters, setting, and events.</li> <li>g) Retell and sequence the story using the important events and main idea. <ul style="list-style-type: none"> <li>• Name/identify the character telling a story.</li> <li>• Use story/book vocabulary: character, setting, problem; beginning, middle, end; events; fiction; real vs. fantasy; cover, title, author, illustrator.</li> <li>• Complete Graphic Organizers 2-column T-chart; Venn diagram (compare and contrast); Web/Cluster of main idea/details; Sequence/Story map.</li> </ul> </li> </ul> <p><b>NONFICTION</b></p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction: Magazine Articles, Leveled Readers, Newspapers, and Recipes</b></p> <ul style="list-style-type: none"> <li>a) Preview the selection: cover, title, headings, illustrations; relate to previous experiences; and set a purpose for reading.</li> <li>e) Make, confirm, and revise predictions about content before, during, and after reading.</li> <li>f) Ask and answer who, what, where, when, why and how questions; locate information to answer questions. <ul style="list-style-type: none"> <li>• Make inferences and draw conclusions to identify topic/subject of the selection; important information about the topic; and main idea.</li> <li>• Use nonfiction vocabulary: heading, illustration, photograph, caption, table of contents, nonfiction, information, fact; cover, title, author, illustrator.</li> <li>• Summarize using main idea and details and sequence/flow chart organizer.</li> <li>• Complete Graphic Organizers: Venn diagram; categorization chart.</li> </ul> </li> </ul>

WRITING & RESEARCH	EDITING & REFERENCE TOOLS	SPEAKING & LISTENING
<p style="text-align: center;"><b>WRITING ABOUT READING</b></p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b></p> <ul style="list-style-type: none"> <li>• Use drawing to represent characters and/or actions from a story and information from nonfiction.</li> <li>• Label drawings (dictated and phonetic spelling).</li> <li>• Beginning to write sentence to answer a question.</li> </ul> <p style="text-align: center;"><b>WORKSHOP ROUTINE</b></p> <ul style="list-style-type: none"> <li>• Gather for Getting Ready to Write.</li> <li>• Write silently during Writing Time.</li> <li>• Participate during Sharing Time</li> <li>• Add ideas during Reflecting</li> </ul> <p style="text-align: center;"><b>COMPOSING &amp; WRITTEN EXPRESSION</b></p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b> Participate in Shared, Interactive, Language Experience class/group writing and Independent Writing. <b>Listing, Describing, Telling Story, Pattern Text (Innovations), Chart/Table, Informational Report, Friendly Letter</b> (See <a href="#">Grade 1 Prompt Rubric</a>)</p> <p><b>PREWRITING</b></p> <p>a) Generate ideas from personal experiences.</p> <ul style="list-style-type: none"> <li>• Use mentor texts.</li> <li>• Talk with a peer.</li> <li>• Visualize based on a sentence starter/prompt given.</li> <li>• Draw a picture of what was visualized.</li> <li>• Make a list of ideas to write about.</li> <li>• Tell a story orally.</li> </ul> <p><b>WRITING</b></p> <p>b) Focus on one topic.</p> <ul style="list-style-type: none"> <li>• Write or dictate sentences about a picture drawn in prewriting.</li> <li>• Copy the sentence starter that prompted a picture in prewriting and finish the sentence with own words.</li> <li>• Choose from a list, a topic to write about.</li> <li>• Imitate sentence structure of mentor text.</li> <li>• Write freely.</li> </ul> <p>c) Revise by adding description and sensory detail when writing about people, places, things, and events; use technical vocabulary of nonfiction.</p> <ul style="list-style-type: none"> <li>• Add details to picture so it tells more.</li> <li>• Add sentence that talk about the new picture details.</li> <li>• Interesting and specific details.</li> <li>• Include a beginning, middle, and end.</li> </ul>	<p style="text-align: center;"><b>EDITING</b></p> <p style="text-align: center;"><b>USAGE AND MECHANICS</b></p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b></p> <p>e) Begin each sentence with a capital letter and use ending punctuation (period, question mark, exclamation mark) in final copies.</p> <ul style="list-style-type: none"> <li>• Capitalize / and names.</li> <li>• Use / and <i>me</i> appropriately in sentences.</li> <li>• Beginning to indent paragraph.</li> <li>• Use apostrophe in simple contractions.</li> </ul> <p>d) Use complete sentences in final copies.</p> <ul style="list-style-type: none"> <li>• Use letter format and punctuation.</li> </ul> <p style="text-align: center;"><b>SPELLING</b></p> <p>f) Use correct spelling for commonly used sight words and phonically regular words (3 and 4 letter short vowel words).</p> <ul style="list-style-type: none"> <li>• Use classroom resources/word wall to spell.</li> </ul> <p style="text-align: center;"><b>VOCABULARY OF PRINT CONVENTIONS, GRAMMAR, USAGE, AND MECHANICS</b></p> <ul style="list-style-type: none"> <li>• Print: Capitalization/capital letter, punctuation, period, question mark, exclamation mark, speech/quotation marks</li> <li>• Grammar: telling sentence, asking sentence; noun, pronoun, adjective/describing word; verb/action word; singular/plural; naming part of sentence/action part of sentence.</li> </ul> <p style="text-align: center;"><b>AUTHOR'S VOICE</b></p> <ul style="list-style-type: none"> <li>• Adds interest; natural sounding sentences.</li> </ul> <p style="text-align: center;"><b>HANDWRITING</b></p> <p><b>1.12 The student will print legible.</b></p> <ul style="list-style-type: none"> <li>• Write left to right; top to bottom.</li> </ul> <p>b) Leave space between words and sentences.</p> <p>c) Use alphabetic code to write unknown words phonetically.</p> <ul style="list-style-type: none"> <li>• Form letters on lines.</li> </ul> <p style="text-align: center;"><b>WORD PROCESSING</b></p> <p><b>1.14 The student will use available technology for writing.</b></p> <ul style="list-style-type: none"> <li>• Use digital tools to produce and publish writing.</li> <li>• See <a href="#">Word Processing Skills Scope and Sequence</a>.</li> </ul>	<p style="text-align: center;"><b>ORAL EXPRESSION</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b></p> <p>a) Listen and respond to books, poems, and informational text: hear and discuss.</p> <p>a) Listen and respond to electronic media.</p> <p>c) Participate in a variety of oral language activities.</p> <ul style="list-style-type: none"> <li>• Tell and retell stories and events in logical order.</li> <li>• Recite and participate in choral speaking of familiar rhymes, songs, and poems with repeated pattern.</li> <li>• Ask and answer questions to gain information or clarify something.</li> <li>• Participate in creative dramatics.</li> </ul> <p>e) Express ideas orally in complete sentences.</p> <ul style="list-style-type: none"> <li>• Use pronouns: <i>I/mine; they/their</i></li> <li>• Use common singular and plural nouns with agreeing verbs.</li> </ul> <p style="text-align: center;"><b>ORAL INTERACTIONS WITH OTHERS</b></p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b></p> <p>a) Initiate conversation with peers and adults.</p> <ul style="list-style-type: none"> <li>• Speak clearly and take turns listening and talking.</li> <li>• Talk about their writing</li> <li>• Read own story aloud.</li> </ul> <p>c) Ask and respond to questions in small-group settings.</p> <p>d) Give and follow simple two-step oral directions.</p> <ul style="list-style-type: none"> <li>• Use time and position words when giving directions: e.g. <i>first, second, next on, under beside, and over.</i></li> </ul> <p style="text-align: center;"><b>LISTENING AND SPEAKING</b></p> <p><b>1.2 The student will expand understanding and use of word meanings.</b></p> <p>a) Increase listening and speaking vocabularies: descriptive and naming vocabulary: prepositions, adjectives, and nouns (actions/events, people, places, things, and ideas).</p> <p>b) Begin to ask for clarification and explanation of words; talk about the meaning of words as they are encountered in shared and interactive reading.</p> <ul style="list-style-type: none"> <li>• Develop vocabulary to name and describe size, color, sounds, seasons; to show position, excitement; and content words for family, weather and other units of study.</li> <li>• Learn and apply concept of opposite meaning (antonyms).</li> </ul> <p>c) Use common singular and plural nouns.</p> <p>d) Use vocabulary from other content areas.</p>