

Course/Grade Level: First Grade Reading Curriculum

Focus: Students will determine the meaning of unknown words or phrases using picture clues and context clues while reading grade level text. They will apply fluency, expression, and use of punctuation for reading comprehension.

R.1.1 Students will apply phonics to read unknown words.

Students will...

R.1.1.1 ▲ identify names of both upper and lower case letters of the alphabet. (Letter-sound Relationships) (1.1.1.2)

R.1.1.2 ▲ identify and manipulate *phonemes* in spoken words (e.g., *phoneme isolation*, *identification*, *categorization*, ▲ *blending*, ▲ *segmentation*, ▲ *deletion*, ▲ *addition*, ▲ *substitution*). (Phonemic Awareness) (1.1.1.4)

Instructional Example: provide students with letter tiles. The teacher begins with auditory practice in determining which words begin with the same sound, saying the first or last sound in a word or combining separate sounds to say the word or breaking the word into its separate sounds. After the demonstration, the students manipulate their tiles to sound out and spell words.

R.1.1.3 ▲ identify *onsets* and *rimes* in *spoken words* (e.g., *alliteration*, *intonation*). (Phonological Awareness) (1.1.1.5)

Instructional Examples:

- read nursery rhymes and riddles to students in order for them to hear the sounds.
- make class rhyming books and individual rhyming books for familiar reading.

R.1.1.4 modify words adding endings (-s, -ed, -ing, -er, -est).

R.1.1.5 recognize and produce soft and hard "g" and "c" sounds when reading.

R.1.1.6 apply "vowel-consonant e" pattern when reading.

R.1.1.7 recognize and make the "ph" sound when reading.

R.1.1.8 use beginning, middle, and ending sounds to decode words.

R.1.1.9 identify the following Animated Alphabet characters and produce sounds for them.

- or (Orty Orsen)
- oy, oi (Joy's Noisy Toy)
- ou, ow (Brown Mouse and Grouchy Owl)
- ur ,er, ir (Whirling Irving)
- short and long vowels and "y"

R.1.2 Students will read fluently.

Students will...

- R.1.2.1 read expressively with appropriate *pace, phrasing, intonation, and rhythm* of speech with familiar text. (1.1.2.3)
- R.1.2.2 apply concepts of print when reading (e.g., front-to-back, top-to-bottom, left-to-right, capitalization). (1.1.2.1)
- R.1.2.3 use punctuation at instructional or independent reading levels while reading. (1.1.2.2)

R.1.3 Students will expand vocabulary.

Students will...

- R.1.3.1 recognize and read first 100 Instant Words. (see appendix)
- R.1.3.2 alphabetize to the first letter.
- R.1.3.3 determine the meaning of unknown words or phrases using picture clues and context clues from sentences. (1.1.3.2)

R.1.4 Students will comprehend a variety of grade level text.

Students will...

- R.1.4.1 ▲ sequence events according to basic story structure of beginning, middle, and end. (1.1.4.7)

Instructional Examples:

- use elements of story grammar as a structure for recalling and retelling the story in logical/sequential order.
- have students discuss the elements orally and make comparisons with other stories.
- use graphs, charts, or signs to organize information.

- R.1.4.2 ▲ retell or role play important events and main ideas from *narrative* and *expository* text. (1.1.4.9)

Instructional Examples:

- for narrative text, divide the class into small groups in order to create a play that retells the story, for expository text, act out the main idea.
- model retelling with the students by drawing pictures of the organized ideas from a story, thus, to promote students to create an imaged gestalt (visualization).
- model the concept of retelling the story by using puppets to retell story.

- R.1.4.3 participate in discussions about *narrative*, *expository*, and technical texts read to them or read independently. (1.1.4.1)

- R.1.4.4 use picture clues, text, and prior knowledge to make inferences and draw conclusions. (1.1.4.5)

Instructional Examples:

- show pictures before reading and ask students to share what is happening.
- have the student organize sentence strips, words, or pictures depicting the main events after listening to or reading *narrative* text.

- R.1.4.5 identify topic and main idea in appropriate-level texts. (1.1.4.10)

Instructional Example: identify the topic of a story read out loud and discuss the main idea.

- R.1.4.6 develop awareness of text structure (*sequence*, *problem-solving*, *comparison-contrast*). (1.1.4.6)

Instructional Examples:

- have students act out important events in stories.
- provide a graphic organizer (e.g., *Venn Diagram*).
- provide a literary element chart that includes at least *setting* and *main character*.

- R.1.4.7 use text features (e.g., title, graph, charts, table of contents, boldface type). (2.1.4.2)

- R.1.4.8 locate and discuss title, author, illustrator, and illustrations. (1.1.4.2)

▲: KS test item

Underline: new to grade level or course

Italicized word: in glossary

R.1.5 Students will use literary concepts to interpret and respond to grade level text.

Students will...

R.1.5.1 identify and describe the *setting* (where). (1.2.1.2)

R.1.5.2 identify and discuss the character(s). (1.2.1.1)

R.1.5.3 connect personal experiences and ideas with those of other cultures in literature. (1.2.2.1)