

Bethlehem Lutheran School
Reading/Literature First Grade (revised 6/11)

The philosophy of the reading program is to involve each student in a learning program which blends good reading strategies, phonics skills, and a balanced variety of literacy form that capitalizes on reading interests in recognition of the needs for fluent reading and comprehension in our daily lives. Further, the curriculum will provide the child with meaningful and effective communication skills for use in a God-pleasing lifestyle.

State Standard 1

Oral Expression and Listening

State Sub Standard 1

Multiple strategies to develop and expand oral vocabulary.

Classroom Objectives

- 1.1.1 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.1.2 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.1.3 Produce complete sentences when appropriate to task and situation.
- 1.1.4 Give and follow simple two-step directions.
- 1.1.5 Identify academic language.*
- 1.1.6 Identify salient features of vocabulary.*
- 1.1.7 Identify synonyms, antonyms, and multiple meaning words.*

1.1.8 Use a dictionary to locate meaning, pronunciation and derivatives.*

1.1.9 Organize words in ABC order.*

State Sub Standard 2

Verbal and nonverbal language is used to express and receive information.

Classroom Objectives

- 1.2.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.
 - 1.2.1-a Follow the agreed upon rules of discussion.
 - 1.2.1-b Build on others' talk and conversations by responding to the comments of others through multiple exchanges.
 - 1.2.1-c Ask questions to clear up any confusion about the topic or text under discussion.
- 1.2.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- 1.2.3 Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood.

State Sub Standard 3

Identify and manipulate phonemes in spoken words to allow people to understand the meaning of speech.

Classroom Objectives

- 1.3.1 Demonstrate understanding of spoken words, syllables, and sounds.
- 1.3.1-a Distinguish from long and short vowel sounds in spoken word.
 - 1.3.1-b Orally produce single-syllable words by blending sounds, including consonant blends.
 - 1.3.1-c Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
 - 1.3.1-d Segment spoken single-syllable words into their complete sequence of individual sounds.

State Standard 2

Reading for all purposes

State Sub Standard 1

Comprehend and fluently read a variety of literary texts-the beginning traits of readers.

Classroom Objectives

- 2.1.1 Use key ideas and details to:
- 2.1.1-a Ask and answer questions about key details in a text.
 - 2.1.1-b Retell and sequence stories.
 - 2.1.1-c Describe character, setting, and plot, using details.
 - 2.1.1-d Make predictions.
 - 2.1.1-e Identify main idea and details.*
 - 2.1.1-f Describe connection between individuals, events, ideas, and information in a text.*
 - 2.1.1-g Activate schema and background knowledge.*
 - 2.1.1-h Summarize a text using key ideas.*
 - 2.1.1-i Identify cause and effect relationship.*
 - 2.1.1-j Draw conclusions.*
 - 2.1.1-k Determine fantasy and reality.*
 - 2.1.1-l Identify problem and solution in a text.*
- 2.1.2 Use craft and structure to:
- 2.1.2-a Identify words and phrases in text that suggest feeling.
 - 2.1.2-b Explain major differences between books that tell and books that inform.
 - 2.1.2-c Identify who is telling the story throughout the text.
 - 2.1.2-d Follow and replicate patterns in predictable poems.
 - 2.1.2-e Ask and answer questions to determine or clarify meaning of words and phrases on text.*
 - 2.1.2-f Know and use a variety of texts.*

- 2.1.2-g Distinguish between information provided by pictures and information provided by texts.*
- 2.1.2-h Visualize text.*
- 2.1.3 Use integration of knowledge and ideas to:
 - 2.1.3-a Use illustrations and details to describe the characters, setting, plot, and key ideas.
 - 2.1.3-b Compare and contrast the characters in a story and two texts.
 - 2.1.3-c Identify reasons an author gives to support points in texts.* 2.2.2
 - 2.1.3-d Make inferences about the text.*
- 2.1.4 Use range of reading and level of text to:
 - 2.1.4-a With prompting and support, read prose, poetry, fantasy, play/drama, realistic fiction, traditional stories, and informational text appropriate for grade 1.
 - 2.1.5 Read with sufficient accuracy and fluency to support comprehension.
 - 2.1.5-a Read grade-level text with purpose and understanding. 2.2.3
 - 2.1.5-b Read grade-level text orally with accuracy, appropriate rate, punctuation cues, and expression.
 - 2.1.5-c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - 2.1.5-d Read repeated readings and timed readings.*

State Sub Standard 2

Comprehending and fluently reading a variety of informational texts are the beginning traits of readers.

Classroom Objectives

- 2.2.1 Use key ideas and details to:
 - 2.2.1-a Ask and answer questions about key details in a text.
 - 2.2.1-b Identify the main topic and retell key details of a text.
 - 2.2.1-c Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - 2.2.1-d Activate schema and background knowledge to construct meaning.
- 2.2.2 Use craft and structure to:
 - 2.2.2-a Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
 - 2.2.2-b Know and use various features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
 - 2.2.2-c Distinguish between information provided by pictures or other illustrations and information provided by words in a text.
- 2.2.3 Use integration of knowledge and ideas to:
 - 2.2.3-a Use illustrations and details in a text to describe its key ideas.
 - 2.2.3-b Identify the reasons an author gives to support points in a text.
 - 2.2.3-c Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 2.2.4 Use range of reading and level of text complexity to:
 - 2.3.4-a With prompting and support, read informational texts appropriately complex for grade 1.

- 2.2.5 Read with sufficient accuracy and fluency to support comprehension.
- 2.2.5-a Read grade-level text with purpose and understanding.
- 2.2.5-b Read grade-level text orally with accuracy, appropriate rate, and expression.
- 2.2.5-c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

State Sub Standard 3

Decode words using alphabetical principles, letter sounds, and letter combinations.

Classroom Objectives

- 2.3.1 Know and apply grade-level phonics and word analysis skills in decoding words.
 - 2.3.1-a Know the spelling-sound correspondence for common consonant digraphs.
 - 2.3.1-b Decode regularly spelled one-syllable words.
 - 2.3.1-c Know final –e and common vowel team conventions for representing long vowel sounds.
 - 2.3.1-d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a word.
 - 2.3.1-e Decode two-syllable words following basic patterns.
 - 2.3.1-f Read words with inflectional ending.
 - 2.3.1-g Recognize and read grade-appropriate irregularly spelled words.
 - 2.3.1-h Use onset and rime to create new words.

- 2.3.1-i Recognize and generate rhyming words.*
- 2.3.1-j Accurately decode unknown words that follow a predictable letter/sound relationship.
- 2.3.1-k Decode vowel digraphs, r-controlled vowels, hard/soft consonants, and vowel diphthongs.*

State Sub Standard 4

Understand word structure, word relationships, and word families.

Classroom Objectives

- 2.4.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 content.
 - 2.4.1-a Use sentence-level context as a clue to the meaning of words or phrases.
 - 2.4.1-b Use frequently occurring affixes as a clue to the meaning of a word.
 - 2.4.1-c Identify frequently occurring root words and their inflectional ending.
 - 2.4.1-d Blend word families.*
- 2.4.2 With guidance and support, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - 2.4.2-a Sort words into categories.
 - 2.4.2-b Define words by category and by one or more key attributes.
 - 2.4.2-c Identify real-life connections between words and their use.

2.4.2-d Distinguish shades of meaning among verbs, adjectives (look/peek, large/gigantic).

2.4.3 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including frequently occurring conjunctions to signal simple relationships (because).

2.4.4 Demonstrate understanding of the organization and basic features of print.

2.4.4-a Recognize the distinguishing features of a sentence.

2.4.4-b Create new words by combining and basic features of print.

2.4.4-c Identify and understand compound words.

2.4.4-d Recognize and understand alliteration.*

2.4.4-e Identify and understand contractions.*

State Standard 3

Implement the writing process successfully to plan, revise, and edit written work

State Sub Standard 1

Explore the writing process and develop ideas for writing texts that carry meaning.

Classroom Objectives

3.1.1 Write opinion pieces- introduce the topic, state an opinion, supply a reason, and provide closure.

3.1.2 Write informative/explanatory texts- name a topic, supply facts, and provide closure.

3.1.3 Write narratives- recount two or more sequenced events, supply facts, and provide closure.

3.1.4 Write friendly letters- heading, greeting, body, closing and signature.*

3.1.5 With guidance and support, focus on a topic, respond to suggestions from peers, and add details.

3.1.6 Use pictures and graphic organizers to plan writing.

3.1.7 With guidance and support, use a variety of digital tools to publish writing.

3.1.8 Demonstrate basic keyboarding skills.*

State Sub Standard 2

Apply appropriate spelling, conventions, and grammar when writing.

Classroom Objectives

3.2.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

3.2.1-a Print all upper and lower case letters.

3.2.1-b Use common, proper, and possessive nouns.

3.2.1-c Use singular and plural nouns with verb agreement.

3.2.1-d Use personal, possessive, and indefinite pronouns.

3.2.1-e Use verbs to convey past, present, and future.*

3.2.1-f Use frequently occurring adjectives.

3.2.1-g Use frequently occurring adverb.

3.2.1-h Use frequently occurring conjunctions.

- 3.2.1-i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
- 3.2.2 Demonstrate command of Standard English capitalization, punctuation, and spelling when writing.
 - 3.2.2-a Write complete simple sentences.
 - 3.2.2-b Capitalize dates and names of people.
 - 3.2.2-c Recognize and read abbreviations.
 - 3.2.2-d Use end punctuation for sentences.
 - 3.2.2-e Use commas in dates and to separate single words in series.
 - 3.2.2-f Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - 3.2.2-g Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
 - 3.2.2-h Write using left-to-right and top-to-bottom directionality.*
 - 3.2.2-i Write using appropriate spacing between letters, words, and sentences.*
 - 3.2.2-j Write legible in manuscript.*

State Standard 4

Research and reasoning

State Sub Standard 1

Use a variety of resources to locate and answer questions of interest.

Classroom Objectives

- 4.1.1 Write or dictate questions for inquiry that arise during instruction.
- 4.1.2 With peers, use a variety of resources to answer questions of interest through guided inquiry.
- 4.1.3 Use text features to locate, interpret, and use information.
- 4.1.4 Use library/media center to locate sources.*

State Sub Standard 2

Purpose, information, and questions about an issue are essential steps in early research.

Classroom Objectives

- 4.2.1 Participate in shared research and writing projects.
 - ,4.2.1-a Identify clear and significant purpose for research.
- 4.2.2 With guidance and support, recall information from experiences or gather information from sources.
 - 4.2.2-a Evaluate information for clarity and accuracy.