

ESSENTIAL QUESTION	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING	GRADE ONE READING STANDARD	GRADE ONE SKILL	ASSESSMENT	RESOURCES
<p>Why should we read?</p> <p>How can we retell a story?</p> <p>How do you know a word is a word?</p> <p>What is a text to self connection?</p> <p>What is visualization?</p> <p>How do authors make us feel something?</p> <p>How can we show what we know?</p> <p>How do stories help you understand the world?</p> <p>How do you recognize key ideas?</p> <p>What is a text feature?</p>	<p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the</p>	<p>Literature</p> <p><i>Key Ideas and Details</i></p> <p>Craft & Structure</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>Range of Reading & Level of Text Complexity</p> <p><i>Responding to Literature</i></p> <p>Informational Text</p> <p><i>Key Ideas & Details</i></p> <p>Craft and Structure</p>	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Retell familiar stories, including key details, and demonstrate understanding of the central message/lesson • Describe characters, settings, and major events in a story, using key details • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses • Explain major differences between books that tell stories and books that give information using a wide range of text types • Identify who is telling the story at various points • Use illustrations and details in a story to describe its characters, setting, or events • Compare and contrast the adventures and experiences of characters in familiar stories <ul style="list-style-type: none"> ➢ make cultural connections to text and self with prompting and support • Read prose and poetry of appropriate complexity for grade 1 with support • Make connections between self, text, and the world around them (text, media, and social interaction). • Ask and answer questions about key details in a text. • Identify the main topic and retell key ideas of the text. • Describe the connection between two individuals, events, ideas, or pieces of information in a text • Ask and answer questions about key details in a text • Know and use various text features (e.g. headlines, tables of contents, glossaries, electronic menus, icons) to locate key facts/information in a text 	<p>Journeys: Benchmark and Unit Tests, First</p> <p>Early Literacy Profile</p> <p>Marie M. Clay Observation Survey</p> <p>DIBELS</p> <p>Story Maps Running Records</p> <p>Note: Students at risk should be monitored weekly for growth. (Response to Intervention)</p> <p>Dictation sentences</p> <p>Conference log</p> <p>Running Records</p> <p>Reading Journals and Lists</p>	<p><i>Stories: children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth.</i></p> <p>Drama: Staged dialogue</p> <p>Poetry: nursery rhymes and the subgenres of the narrative poem, limerick and free verse poems.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. <i>Mix a Pancake</i> 2. <i>Mrs. Popper’s Penguins</i> 3. <i>Little Bear</i> 4. <i>Frog and Toad Together</i> 5. <i>Hi! Fly Guy</i> <p>Classroom Resources:</p> <ul style="list-style-type: none"> • Charts • Word wall • Leveled books • Centers • Big books • Sentence Strips • Letter and word games • Graphic organizers <p>Instructional Practices: Language Experience Charts, Readers Workshop and Writers Workshop are not limited to:</p> <ul style="list-style-type: none"> • Modeling • Shared reading • Read aloud • Think aloud • Working with words • Guided Reading

<p>How can books teach you about people, places and things in the world?</p> <p>What sounds do letters form?</p> <p>Do you see a small word in a big word?</p> <p>Does what you read make sense?</p> <p>What do you need to know to write about a topic?</p> <p>How are books published?</p> <p>How are people the same? How are people different?</p> <p>What can you learn by listening?</p> <p>Do you have an opinion?</p>	<p>evidence. (NA) Not applicable to literature.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Responding to Literature</p> <p>11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American world cultures.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING</u></p> <p>Text Type and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing</p>	<p><i>Integration of Knowledge & Ideas</i></p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p><u>Foundational Skills</u></p> <p><i>Print Concepts</i></p> <p><i>Phonological Awareness</i></p> <p><i>Phonics and Word Recognition</i></p>	<ul style="list-style-type: none"> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text Use the illustrations and details in a text to describe its key ideas Identify the reasons an author gives to support points in a text Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) Read informational texts appropriately complex for grade 1 with prompting and support Demonstrate that students make connections between self, text, and the world around them (text, media, and social interaction). Demonstrate understanding of the organization of print. <ul style="list-style-type: none"> ➤ Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> ➤ Distinguish long from short vowel sounds in spoken one-syllable words. ➤ Produce single syllable words by blending sounds (phonemes) including consonant blends. ➤ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. ➤ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ➤ Know the spelling-sound correspondence for common consonant digraphs. ➤ Decode regularly spelled one-syllable words. ➤ Know final –e and common vowel team conventions for representing long vowel sounds. ➤ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ➤ Decode two-syllable words following basic patterns by 	<p>Observation</p> <p>Checklists</p> <p>Rubrics</p> <p>Short answer, open response</p> <p>Dolch Word Checklist</p> <p>Samples of student work accumulated overtime on a range of writing styles.</p> <p>Writing rubrics.</p>	<ul style="list-style-type: none"> Choral Reading Partner Reading Independent Reading (SSR) Mini lessons Journaling Author’s chair <i>Great Books</i>: Text Based Discussions format. <p><i>Biographies, autobiographies, historical, scientific and technical books and texts.</i></p> <p><i>Graphs, charts, maps and digital sources</i></p> <p>Examples:</p> <ol style="list-style-type: none"> <i>A Tree is a Plant</i> <i>Starfish</i> <i>Follow the Water</i> <i>From Seed to Pumpkin</i> <i>How People Learned to Fly</i> <i>Under Your Skin: Your Amazing Body</i> <i>Me and My Amazing Body</i> <i>The Human Body</i> <i>The Busy Body Book</i> <i>First Encyclopedia of The Human Body</i> <i>Germ Make me Sick</i> <i>Tiny Life on Your Body</i> <i>Germ Stories</i> <i>All About Scabs</i> <p>A-Z Reading www.readinga-z.com</p> <p><u>Classroom Assessment & Grading</u>, Robert Marzano</p> <p>Cooperative Learning Spencer</p>
---	---	---	--	--	--

<p>What is the difference between a narrative and informative writing?</p> <p>How can I use the computer to help my writing?</p> <p>How do you do research?</p>	<p>in which the development, organization, and style are appropriate to task, purpose, and audience. (Begins in Grade 3)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build Present and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on questions, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the informational texts to support analysis, reflection, and research.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection and research. (Begins in Grade 4)</p> <p>Range of Writing (Beings in Grade 3)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time-frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.</p> <p>Responding to Literature</p> <p>11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of</p>	<p><i>Fluency</i></p> <p><i>Writing</i></p> <p><i>Text Types and Purpose</i></p> <p><i>Production and Distribution of Writing</i></p> <p><i>Research to Build and Present Knowledge</i></p> <p><i>Responding To Literature</i></p>	<p>breaking words into syllables.</p> <ul style="list-style-type: none"> ➤ Read words with inflectional endings. ➤ Recognize and read grade- appropriate irregularly spelled words <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ➤ Read grade level text with purpose and understanding ➤ Read grade on-level text orally with accuracy, appropriate rate, and expression on successive readings. ➤ Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary. • Write opinion pieces in which they introduce the topic or name the book they are writing about for the opinion, and provide some sense of closure • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure. • Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed with guidance and support from adults. • Use a variety of digital tools to produce and publish writing, including in collaboration from peers with guidance and support from adults. • Participate in shared research and writing projects with guidance and support from adults. • Recall information from experiences or gather information from provided sources to answer a question • Create and present a poem, dramatization, art work or personal response to a particular author or theme studied 	<p>Kagan www.KaganOnline.com</p> <p><u>Classrooms That Work: They Can All Read and Write</u> by Patricia Cunningham and Richard L. Allington</p> <p>CCSS for ELA and Literacy include 3 appendices:</p> <ul style="list-style-type: none"> •Appendix A Research supporting key elements of the standards and Key Terms •Appendix B: Test Exemplars and Sample Performance Tasks •Appendix C: Samples of Student Writing <ul style="list-style-type: none"> • Getting Started With the Common Core • Common Core Implementation, instructional Shifts Video Series • Curriculum Exemplars <p>http://www.emsc.nysed.gov/ciai/</p> <p>http://engageny.org/teachers/</p> <p><u>Common Formative Assessments</u>, Larry Ainsworth and Donald Viegut</p> <p><u>A Curricular Plan for the Writing Workshop, Grade K, Common Core Reading and Writing Workshop</u>, Lucy Calkins</p> <p><u>Curriculum 21: Essential Education For A Changing World</u>, Heidi Hayes Jacobs</p>
---	---	--	--	---

<p>media and genres.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING</u> Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas 4. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE</u> Conventions of Standard English 1. Demonstrate command of</p>	<p><u>Speaking & Listening</u></p> <p><i>Comprehension and Collaboration</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><u>Language</u></p> <p><i>Conventions of Standard English</i></p>	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> ➤ Follow agreed upon rules of discussion (listening to others with care, speaking one at a time about the topics and texts under discussion) ➤ Build on others’ talk in conversations by responding to comments of others through multiple exchanges. ➤ Ask questions to clear up any confusion about the topic and texts under discussion. ➤ Seek to understand and communicate with individuals from different cultural backgrounds. • Ask and answer questions about what a speaker says in order to gather information or clarify something. • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. • Add drawing or other visual display to description when appropriate to clarify ideas, thought and feelings. • Produce complete sentences when appropriate to task and situation. • Demonstrate command of the conventions of Standard English grammar when speaking or writing. <ul style="list-style-type: none"> ➤ Print all upper and lower case letters ➤ Use common, proper and possessive nouns. ➤ Use singular and plural nouns with matching verbs in basic sentences. ➤ Use personal, possessive, and indefinite pronouns. ➤ Use verbs to convey a sense of past, present and future. I walk, I walked, and I will walk. ➤ Use frequently occurring adjectives. ➤ Use frequently occurring conjunctions. ➤ Use determiners (articles, demonstratives). ➤ Use frequently occurring prepositions(e.g. during, beyond, toward) 	<p>The DIBELS measures the 5 Big Ideas in early literacy identified by the National Reading Panel:</p> <ul style="list-style-type: none"> •Phonemic Awareness •Alphabetic Principle •Accuracy and Fluency •Vocabulary •Comprehension <p>https://dibels.uoregon.edu/</p> <p>250 Dolch Words. http://dolchword.com/</p> <p>Early Literacy Profile: http://www.p12.nysed.gov/ciai/ela/pub/elpl.pdf</p> <p><u>Effective Classroom Assessment: Linking Assessment with Instruction</u> by Catherine Garrison, Dennis Chandler, and Michael Ehringhaus</p> <p><u>Handbook of Instructional Practices for Literacy Teacher-Educators: Examples...</u> Joyce Many</p> <p>Handwriting Without Tears Curriculum http://www.hwtears.com/hwt</p> <p><u>Journeys :Comprehensive Language and Literacy Guide, 1</u> www.k6.thinkcentral.com</p> <p>Mailbox Magazine www.mailbox.com</p>
---	---	---	--

	<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language (Begins in Grade 2)</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships and nuances of word meanings.</p> <p>6. Acquire and use accurately a range of general words and phrases.</p>		<ul style="list-style-type: none"> ➤ Produce and expand complete and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ➤ Capitalize names and dates. ➤ Use punctuation to end sentences. ➤ Use commas in dates and separate single words in a series. ➤ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ➤ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> ➤ Use sentence-level context as a clue to the meaning of word or a phrase. ➤ Use frequently occurring affixes as a clue to the meaning of a word. ➤ Identify frequently occurring root words (e.g., look) and their inflectional forms (looks, looked, looking). • Demonstrate understanding of word relationships and nuances in word meanings with guidance and support <ul style="list-style-type: none"> ➤ Sort words into categories to gain a sense of concepts the categories represent. ➤ Define words by category and by one or more key attributes. (e.g., a tiger is a cat with stripes). ➤ Identify real life connections between words and their use. (e.g., places at home are cozy). ➤ Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, glare, scowl,) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relations (e.g., because) 		<p>Marie Clay Observation Survey http://www.readingrecovery.org/reading_recovery/accountability/observation/index.asp</p> <p><u>Mosaic of Thought: Teaching Comprehension in a Reader's Workshop</u> By Ellin Oliver Keene and Susan Zimmerman.</p> <p>Dr. Jean Music and Activities www.drjean.org</p> <p>Running Records: http://www.learnnc.org/lp/editions/readassess/1.0</p> <p>http://www.readinga-z.com/guided/runrec/howto.html</p> <p>Response to Intervention www.nysrti.org/ www.interventioncentral.org/ www.rti4success.org/</p> <p>http://www.reading.org/</p> <p>The Phonics Dance www.phonicsdance.com</p> <p><i>Using Formative Assessment to Monitor Learning and Inform Instruction:</i> Giselle O. Martin-Kniep, Ph. D</p>
--	--	--	--	--	---