

Deer Valley Unified School District

Language Arts Curriculum



1st Grade

Revised
Summer, 2009

Expectations:

1.) All DVUSD teachers are expected to fully implement the adopted core reading program with fidelity.

2.) DVUSD Administrators are expected to create a schedule allowing for a minimum of 90 minutes of uninterrupted time dedicated to K – 3 direct, explicit, reading instruction.

Interruptions are defined as anything that disrupts instruction. Examples of interruptions include morning announcements, recesses, special classes, assemblies, lunch, scheduled fire drills, etc.

3.) In accordance with AZ READS (ARS 15-704), students are assessed with the DIBELS benchmark assessments a minimum of three times each year. These assessments are intended to identify students who are not making adequate progress towards reading proficiency. Students found to be below benchmark levels should be assessed with additional diagnostic measures.

4.) In between benchmark assessment periods, DVUSD teachers are expected to administer formative assessments for the purpose of determining student instructional needs. Summative assessments are used to determine continuous progress and mastery of concepts.

5.) DVUSD K- 3 teachers are expected to utilize small, flexible groups in order to meet the instructional needs of all learners. Flexible groups are defined as temporary groups formed to address specific, instructional objectives. Groups meet for 10- 20 minutes several times per week for as little as one week or as long as one month. These groups are not permanent.

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS
<p>Print Concepts</p>	<p>Rdng Strand 1: Reading Process Concept 1: Print Concepts</p>	<p>PO 1. Alphabetize a series of words to the first letter.</p>	
		<p>PO 2. Distinguish between uppercase and lowercase letters.</p>	
		<p>PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).</p>	
		<p>PO 4. Identify the title, author, and table of contents of a book.</p>	
<p>Phonological Awareness</p>	<p>Rdng Strand 1: Reading Process Concept 2: Phonemic Awareness</p>	<p>PO 1. Generate a series of rhyming words, including consonant blends.</p>	
		<p>PO 2. Orally segment a multi-syllable word into syllables.</p>	
<p>Phonemic Awareness</p>		<p>PO 3. Recognize the new spoken word when a specified phoneme is added, changed, or removed.</p>	
		<p>PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.</p>	
		<p>PO 5. Distinguish between long and short vowel sounds in orally stated single-syllable words.</p>	
		<p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short- vowel patterns (phonograms) to combine those sounds into recognizable words.</p>	
		<p>PO 7. Blend spoken phonemes with more than three sounds into one-syllable words including consonant blends and digraphs.</p>	
		<p>PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds.</p>	<p>PSF</p>

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS
<p>Word-recognition</p>	<p>Rdng Strand 1: Reading Process Concept 3: Phonics</p>	<p>PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, vowel digraphs, and vowel diphthongs.</p>	<p>NWF and ORF</p>
		<p>PO 2. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.</p>	<p>ORF</p>
		<p>PO 3. Use knowledge of base words to identify compound words.</p>	
		<p>PO 4. Read words with common spelling patterns (e.g., -ite, -ill, -ate).</p>	
		<p>PO 5. Recognize high frequency words and irregular sight words.</p>	
		<p>PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).</p>	
		<p>PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</p>	
<p>Word Study</p>	<p>Rdng Strand 1: Reading Process Concept 4: Vocabulary</p>	<p>PO 1. Recognize base words and their inflections (e.g., look, looks, looked, looking).</p>	
		<p>PO 2. Classify common words into conceptual categories.</p>	
		<p>PO 3. Identify the words that comprise contractions.</p>	
		<p>PO 4. Recognize that two words can make a compound word.</p>	

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS
Fluency	Rdng Strand 1: Reading Process Concept 5: Fluency	PO 1. Consistently read grade-level text with at least 90% accuracy.	ORF
		PO 2. Read aloud with fluency in a manner that sounds like natural speech.	ORF
Comprehension	Rdng Strand 1: Reading Process Concept 6: Comprehension Strategies	PO 1. Predict what might happen next in a reading selection.	
		PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.	
	Rdng Strand 2: Comprehending Literary Text Concept 1: Elements of Literature	PO 1. Identify the plot of a literary selection, heard or read.	Retell
		PO 2. Describe characters within a literary selection, heard or read.	Retell
		PO 3. Sequence a series of events in a literary selection, heard or read.	Retell
		PO 4. Determine whether a literary selection, heard or read, is realistic or fantasy.	
		PO 5. Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.	
	Rdng Strand 2: Comprehending Literary Text Concept 2: Historical and Cultural Aspects of Literature	PO. 1 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	
	Rdng Strand 3: Comprehending Informational Text Concept 1: Expository Text	PO 1. Identify the topic of expository text, read or heard.	Retell
		PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.	
PO 3. Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text).			

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS
<p>Comprehension (continued)</p>	<p>Rdng Strand 3: Comprehending Informational Text Concept 2: Functional Text</p>	<p>PO 1. Follow a set of written multi-step directions with picture cues to assist.</p>	
		<p>PO 2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist.</p>	
		<p>PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs).</p>	

CONCEPT MAP

1st Grade

Key Concepts:

Examples of print concepts include:

- Recognition of upper and lower case letters.
- Knowing that sentences begin with capital letters.
- Knowing that punctuation is used to show the end of a sentence.
- Knowing where to look for a title, author's name and table of contents if appropriate.
- Ability to alphabetize by the first letter in a series of words.

Students from home environments that are rich in print and who have been read to frequently are at an advantage in having exposure and experience with print concepts. Students who do not come from these environments will need extensive opportunities to interact with print materials.

Print Concepts

Print concepts help children understand how our language looks in print form.

Print Concept Activities

- Provide a wide variety of print materials!
- Label items in the classroom (e.g., table, door, window).
- Provide alphabet strips with both upper and lower case letters on student desks and posted at student eye level on an accessible wall.
- Collect examples of environmental print.

Supplement the Core Reading Program with Additional Print Concept Activities and Games

Key Vocabulary:

Environmental print – The print of everyday life. The symbols, signs, numbers, and colors found in McDonald's advertisements, Wal-Mart ads, stop signs, cereal boxes etc.

Language Experience Approach - The language experience approach is an approach to reading instruction based on activities and stories developed from personal experiences of the learner. The stories about personal experiences are written down by a teacher and read together until the learner associates the written form of the word with the spoken.

Capital letters and upper case letters are terms for the same thing. Students should be exposed to both vocabulary terms.

Language Experience Strategies

allow students to experience, vicariously, through the teacher, how print works.

Following a shared experience, have the students dictate text to describe their experience. During the dictation, the teacher points out spacing strategies, when she is using a capital letter, and how she is letting the reader know that she is ending a thought by using a punctuation symbol. Re-read the final text pointing to each word as it is read.

Environmental Print

Collect labels, advertisements, and other examples of environmental print. Place in an ABC literacy station along with glue sticks and construction paper. Students will create their own ABC books of environmental print. Include a cover, title, and the author/illustrator name.

Alphabetizing The Internet has many sites with alphabetizing activities. Consider these!

<http://www.little-g.com/games/Alphabetizing.html>

<http://www.learningplanet.com/act/abcorder.asp?contentid=172>

<http://www.primarygames.com/ABC%20Zoo/2a.htm>

Sort Upper and Lower Case Letters

Print upper and lower case letters of the alphabet. Cut them apart into like sized-squares. Place in a literacy center. Students will sort the upper and lower case letters into two stacks. (Extend by arranging the letters in alphabetical order.)

ABC order

In small groups, ask students to each think of an example for a given topic (e.g., food, animal, friend's name). Record each student's word on sentence strip pieces. Ask the students to arrange the sentence strip pieces in alphabetical order. Save each set and place them in a literacy center for future practice. (Index cards work well too.)

CONCEPT MAP

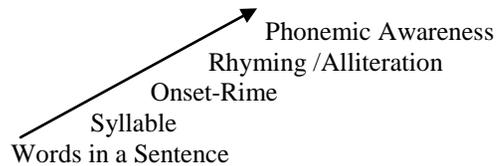
1st Grade

Key Concepts:

Phonological awareness differs from phonics in that phonological awareness deals with speech sounds only. Phonics deals with the connection between speech sounds and the printed letters which are used to represent those speech sounds.

Phonological awareness is not synonymous with phonemic awareness in that phonemic awareness is a subset (or specific component) of phonological awareness.

Continuum of Phonological Awareness Skills



Songs: Sing the following to the tune of “If You’re Happy and You Know It”

Did you ever see a (bear) in a (chair)?
Did you ever see a (bear) in a (chair)?
No I never, no I never, no I never, no I never,
No I never saw a (bear) in a (chair).

Substitute other rhyming pairs.

Center Activity: Students can play the Syllable Factory game individually at a student computer center. This game requires sound so headphones would be helpful.
<http://www.bbc.co.uk/skillswise/words/spelling/soundandspell/syllables/game.shtml>

Phonological Awareness

Phonological awareness is the first component that supports the development of reading skills. It is the ability to hear and work with the spoken language.

Phonological Awareness Activities

- Identifying and making oral rhymes.
- Identifying and working with syllables in spoken words.
- Identifying and working with onsets and rimes in spoken syllables.
- Identifying and working with individual phonemes in spoken words.

Supplement the Core Reading Program with additional Phonological Awareness Activities and Games

Tapping Syllables: Great 2 minute “stand up and move” activity.

1. Students stand up and hold out their right arm with the palm facing the floor.
2. Say a two syllable word (ex: basket). Tap once on your wrist as you say ‘bas’. Tap a second time on your elbow as you say ‘ket’.
3. Say a three syllable word (ex: basketball). “bas” – tap wrist. “ket” – tap elbow. “ball” - tap shoulder.
4. Say a four syllable word (ex: calculator) Tap wrist, elbow, shoulder, cheek (gently!)
5. Fifth syllable – tap the top of your head.
6. Mix up the words so that the number of syllables will vary each time.

Key Vocabulary:

‘Phon’ or ‘Phono’ – Greek combining form meaning sound

Alliteration – the repetition of initial sounds in neighboring words.
Ex: a dime a dozen

Onset - the part of the syllable that precedes the vowel of the syllable.
Ex: s – ash , spl – ash

Rime is – the part of the syllable which consists of its vowel and any consonants that come after it.
Ex: s – ash , spl – ash .

Syllable – a unit of sound. It is made up of at least a vowel sound.
Ex: o-pen
One or more consonant sounds may precede or follow the vowel sound.
Ex: o-pen

Counting Syllables: Have students rest their chin in the palm of their hand with their elbow propped on the table or desk top. Have them repeat (slowly) multi-syllable words aloud, counting the number of times their chins drop. Explain that their chin will drop with each syllable that is spoken.

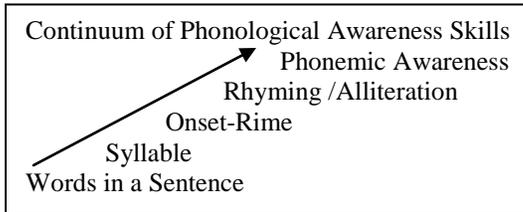
Read, Read, Read!!!!!!:

A Light in the Attic, by Shel Silverstein
Bored Blue? Think What You Can Do, by C Jabar
Jabberwocky by Lewis Carrol
Cat in the Hat, by Dr. Seuss

CONCEPT MAP

1st Grade

Key Concepts:



Phonemic awareness is not synonymous with phonological awareness in that phonemic awareness is a subset (or specific component) of phonological awareness.

Speech is made up of speech sounds or phonemes.

There are 8 types of phonemic awareness

- Isolation
- Identity
- Categorization
- Blending
- Segmenting
- Deletion
- Addition
- Substitution

Phonemic awareness is the most potent predictor of a child's success in learning to read. (Adams, 1990 Stanovich, 1994)

Phonemic Awareness

Phonemic awareness is the ability to notice, think about, and word with the individual sounds in spoken words.

- Phonemic Awareness Activities**
- Phonemic awareness activities should take no more than 5 to 15 minutes per day.
 - Use Elkonin boxes and markers to teach segmenting and blending of phonemes.
 - Provide mirrors to see how the mouth, tongue and teeth produce specific phonemes.

Supplement the Core Reading Program with additional Phonemic Awareness Activities and Games

Key Vocabulary:

'Phon' or 'Phono' – Greek combining form meaning sound

Phonemes – The smallest part of spoken language that makes a difference in the meaning of words. Graphemes are the letter symbols used to represent phonemes (often referred to as phonograms).

Blends – 2 or more adjacent consonants whose sounds are blended together but each individual sound retains its identity. Jump, lift, strap

Digraphs – a pair of letters that represent a single speech sound. An example of a consonant digraph would be the ph in pheasant. An example of a vowel digraph would be the ea in beat.

Descriptors of the 8 Types of Phonemic Awareness	
<i>Isolation:</i> Children recognize individual sounds in a word	What is the first sound in 'van'? The first sound in van is /v/.
<i>Identity:</i> Children recognize the same sound in different words	What sound is the same in 'fix', 'fall' and 'fun'? /f/ is the same
<i>Categorization:</i> Recognize the word in a set that has the odd sound	Which word doesn't belong? 'bus, bun, rig' Rig doesn't belong.
<i>Blending:</i> Listen to a sequence of separately spoken phonemes, combine the phonemes to form a word	What word is /b/ /i/ /g/? /b/ /i/ /g/ is big.
<i>Segmenting:</i> Break a word into separate sounds.	How many sounds are in 'lock'? /l/ /o/ /k/ , 3 sounds
<i>Deletion:</i> Recognize the word that remains when a phoneme is removed.	What is 'smile' without the /s/? Mile.
<i>Addition:</i> Make a new word by adding a phoneme to an existing word.	What word do you have if you add /s/ to the beginning of 'park'? Spark
<i>Substitution:</i> Substitute one phoneme for another to make a new word.	The word is bug. Change the /g/ to /n/. What is the new word? Bun

Elkonin Box Templates
http://bogglesworldesl.com/elkonin_boxes.htm
 Templates for specific words & generic boxes.

Sorting Activities:
 Provide pictures of words that have two different phonemes. For example, pictures with words that have the /a/ sound of apple and the /ai/ sound of cake. Sort the pictures into two piles.

Professional Books:

Phonemic Awareness in Young Children, by Marilyn Jager Adams, Barbara R. Foorman, Ingvar Lundberg & Terri Beeler
Phonemic Awareness Songs & Rhymes and *Phonemic Awareness Activities for Early Reading Success* both by Wiley Blevins
Phonemic Awareness: Playing With Sounds to Strengthen Beginning Reading Skills by Jo Fitzpatrick

CONCEPT MAP

1st Grade

Key Concepts:

Phonics instruction is not an entire reading program.

The progression of regular word reading begins with sound by sound decoding, moves to whole word reading (blending sounds into a word), then to sight word reading, and finally to automaticity.

Systematic and explicit phonics instruction is more effective than non-systematic instruction. Systematic and explicit instruction refers to learning letter-sound relationships in a predetermined sequence as opposed to random or incidental instruction.

The correlation between a 1st grade student's ability to decode words and comprehension is .89. (Foorman, Francis, Shaywitz, & Fletcher, 1997)

80% of English words can be decoded by applying basic phonics rules.

Word Recognition

Word Recognition - Decode words, using knowledge of letter sound relationships, phonics, syllabication, and word parts. Recognize high-frequency words and sight words.

- Phonics Activities:**
- Provide opportunities to connect letters and sounds through all of the senses.
 - Provide opportunities to hear and see sounds represented by letters in initial, medial and final positions.
 - Use the morning message as a tool for review of phonetic elements.

Supplement the Core Reading Program with Additional Word Recognition Activities and Games

Key Vocabulary:

Digraphs - A *vowel digraph* has two vowels that make one sound. Example: 'oo' as in zoo, 'oo' as in book, 'ea' as in head. A *consonant digraph* has two consonants that make one sound. Example: 'sh' in ship, 'ph' in phone.

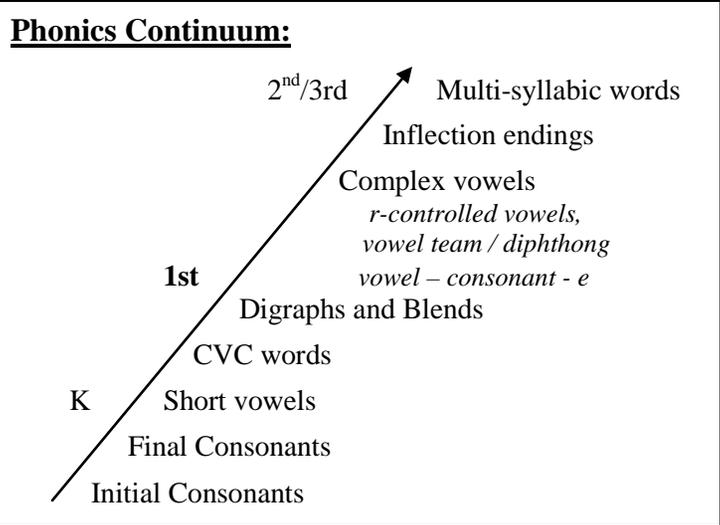
Diphthong - A diphthong is two vowel sounds in one syllable. Example: 'oy' as in boy or 'oi' as in boil.

Phonogram - A letter or combination of letters that represent a sound.

R-controlled vowel: When the consonant **r** comes after a vowel, it changes the sound of the vowel. Ex: car, her, stir, for, spur.

Blends - a sequence of two or three consonants, each of which is heard with minimal change. Ex: 'bl', 'sn', 'spr', 'tr' 'str'

Heart Words - Words that are either recognized as a high-frequency word and/or a sight word and expected to be memorized or learned by heart.



Heart Words: See Appendix A for list of words 1st grade students are expected to know. Appendix B lists additional words that students need to know but are optional at the 1st grade level.

Phonics: See Appendix C for sequence of Phonics skills for Grade 1.

Inflectional Endings: 1st graders will learn the inflectional endings, -s, -ed, -ing, -es, -er, est. Create a poster or bulletin board containing picture clues illustrating each inflection. For example: three bears of increasing size that are labeled big, bigger, and biggest.

Multi-Sensory Instruction: Provide opportunities to practice sound-letter relationships through all of the senses. -See the letter (or phonogram), hear the sound, say the sound, draw the letter in the air using large kinesthetic movements, draw the letter (or phonogram) in sand using smaller movements. Draw pictures of objects that begin with or contain the sound.

Word Building: Use the word builder racks and word builder cards from the Harcourt materials to build words with various phonograms.

CONCEPT MAP

1st Grade

Key Concepts:

A child's speaking vocabulary is primarily influenced by the quality of the oral language that surrounds them.

Understanding word meanings is highly correlated to both listening and print comprehension.

There is a high correlation between the amount of time a student spends reading, or being read to, and word knowledge.

Indirect, implicit vocabulary acquisition occurs when students engage in extensive oral interactions with adults and when they read or are read to.

Direct, explicit vocabulary acquisition occurs when students are pre-taught words that they will encounter in a unit of study or a passage and the students have multiple opportunities to hear, say, and see the vocabulary words.

Dramatic Play or Role Playing Opportunities:

Allowing time for dramatic play is a valuable opportunity for increasing student oral vocabulary. Simple props and costumes will trigger concept related vocabulary. For example: after hearing a story about a service dog or perhaps having a visitor with a service dog students might use stuffed animals and a leash to engage in play activities using related vocabulary.

Tell Me More: Encourage students to elaborate in their communication. If the student is drawing a picture encourage adding details that provide more information about the setting or the characters. If the student is dictating a story, ask for descriptive words and examples or details pertinent to the story. Carefully phrase verbal requests for information to encourage language. (e.g., "Tell me more about going down the waterpark slide.")

Word Study - Vocabulary

Word Study is the study of vocabulary and word meaning through exposure to and the study of: word patterns, word parts, word histories, and semantics.

Word Study - Vocabulary Activities:

- Talking. Conversations. Dialogue. Discussions. Sharing!
- Concept sorts, picture sorts, pattern sorts, word sorts, semantic sorts, grammatic sorts
- Word study notebooks
- Word games, word puzzles, and word board games
- Read, Read, Read, Read, Read, Read, Read, Read, Read

Supplement the Core Reading Program with Additional Word Study and Vocabulary Activities and Games

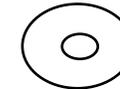
Key Vocabulary:

Academic Language refers to the vocabulary used in school or more formal settings as opposed to Social or Informal language of playgrounds and home environments. A student's knowledge of academic language will come primarily for teachers and school personnel.

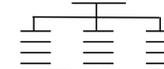
Tier I Words are the most basic words. These do not typically require instruction (e.g., car, water, candy). **Tier II Words** are used often and help readers understand a passage. (e.g., respond). Tier II words also include multiple meaning words (e.g., trunk). **Tier III Words** are infrequently used and are usually associated with specific fields of study (rarely encountered in the primary grades).

Semantics refers to the subtle nuances of word meaning in language.

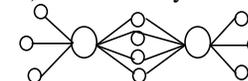
Brainstorming: Prepare a Thinking Map Circle Map on a large sheet of chart tablet paper. Write a concept in the center (e.g., vehicles). Ask the students to brainstorm any vehicles they can think of and write them in the circle.



Categorizing: Prepare a Thinking Map Tree Map on a 2nd large sheet of chart tablet paper. Ask students to think of categories into which the vehicles could be grouped (e.g., 2 wheels, 4 wheels, wings, no wheels).



Comparing and Contrasting: Prepare a Thinking Map Double Bubble Map on a 3rd sheet of chart tablet. Label one side with one of the vehicles (e.g., airplane) and the other with a second vehicle (e.g., hot air balloon). Discuss ways the vehicles are alike and different.



CONCEPT MAP

1st Grade

Key Concepts:

Fluency develops over time and through substantial practice reading.

Fluency instruction begins with a focus on accuracy. Once students are able to read accurately, speed and prosody will follow.

Fluency is measured by taking the total number of words read in one minute and subtracting the number of errors. This gives the number of words correct per minutes (WCPM). 20 WCPM is the goal for 1st graders at mid-year and 40 WCPM at the end of 1st grade.

Accuracy is measured by taking the WCPM and dividing by the number of words attempted. The accuracy goal is 95%.

In addition to opportunities for practice, appropriate immediate feedback increases fluency.

Fluency

Fluency is the ability to read words quickly with accuracy and expression so that the reader is able to focus attention on the meaning and message of text.

Fluency Activities:

- Listening to adults read aloud with appropriate expression
- Participating in repeated oral reading through:
 - partner reading
 - choral reading
 - tape-assisted reading
 - Readers' Theater

Supplement the Core Reading Program with Additional Fluency Activities and Games

Key Vocabulary:

Automaticity refers to the ability to recognize (read) letters and words quickly and accurately.

Rate is the speed at which text is read.

Prosody refers to the appropriate use of intonation and phrasing – or reading with expression.

Independent Reading Level is the level at which a student reads with no more than approximately 1 error in 20 words with good comprehension.

Instructional Reading Level is the level at which a student reads with no more than approximately 1 error in 10 words and satisfactory comprehension.

Frustration Reading Level is the level at which a student is reading with more than 1 error in 10 words and comprehends very little.

Partner Reading:

When assigning partners for partner reading, never place the highest student with the lowest student. If you have 24 students in your class, rank the students from strongest (1) to weakest (24). Partner student 1 and 13, 2 and 14...12 and 24. While one student is reading, the other student is checking accuracy. Model how to give feedback to the reader in a respectful manner.

Round Robin:

Round Robin reading is **NOT** an acceptable or useful fluency building activity.

Book Selection:

Help students to select books at appropriate independent reading levels and related to their interests. This will allow independent reading time to be more productive and therefore build fluency. Build in opportunities for students to share what they read during independent reading time with you, reading buddies, or volunteers.

Readers' Theater:

A Readers' Theater script is a valuable way to practice prosody. The following are scripts that can be downloaded at no cost.

<http://www.teachingheart.net/readers-theater.htm>

<http://www.timelessteacherstuff.com/>

http://www.mandygregory.com/readers_theater.htm

<http://www.k-3learningpages.net/web%20readers%20theatre.htm>

Choral Reading:

Choral reading can be a whole-class activity as well as a small group or pair activity. If older grade or adult volunteers are available, choral reading is a valuable activity. Students read in unison.

Checking for Comprehension:

Each day, check with 5 – 6 students to ensure that they are understanding what they are reading rather than just calling out words. Encourage students with prompts such as: Tell me about what you just read? Tell me the most important thing about the main character. What happened first? How did the story end?

CONCEPT MAP

1st Grade

Key Concepts:

Students build and extend background knowledge and vocabulary by reading narrative and expository texts.

An awareness of the text structure (or organization) helps readers comprehend what they've read.

The effectiveness of teacher read-alouds depends on the type of interactions and instruction that happens before, during, and after reading.

Asking literal or explicit questions helps students to become aware of the content of the text. Asking open-ended questions encourages students to think beyond the text. Both types of questions are important for all learners.

Students with limited vocabularies can rapidly build rich academic vocabulary through exposure to expository text.

Comprehension

Comprehension – getting meaning from text is the goal of reading. Listening comprehension is an important precursor to comprehension of print text.

Comprehension Activities:

- Map the information from both narrative and expository text into visual organizers such as a Thinking Map.
- Teacher modeled self-monitoring of comprehension through Think-Alouds (What does this word mean? This reminds me of--- . I need to reread this passage. I think this is going to happen next.)
- Question the author before, during and after reading.

Supplement the Core Reading Program with Additional Comprehension Activities and Games

Key Vocabulary:

Narratives tell a story using a familiar story structure that includes a beginning, middle and end. Short stories, folk tales, tall tales, myths, fables, legends, biographies, fantasies, historical fiction, mysteries, science fiction, & plays are usually narratives.

Expository (or informational) text tells about one or more topics in different and varied ways. Textbooks, newspapers, magazines, brochures, catalogues, and informational books are examples of expository text. Structure will differ from text to text.

Story elements include: setting, characters, a plot, a problem and a resolution.

Comprehension strategies are conscious plans that good readers use to make sense of text.

Before Reading:

- Set a purpose for reading.
- Pre-teach key vocabulary and concepts.
- Link students' background knowledge and experiences with what they are going to read.
- Teach students text features and how to use them to understand what they read.
- Generate questions to guide reading (teacher).
- Help students predict what they are going to read based on the title, key words, and pictures.

During and After Reading:

- Model monitoring your understanding of what you read (Think Aloud)
- Respond to and add to the questions generated prior to reading the text.
- Help students draw inferences from the text. (Think Along)
- Help students summarize the main idea of paragraphs or short passages. (Think Along)
- Ask students to confirm, deconfirm, or extend predictions generated prior to reading. (Think Along or Think Alone)

Differentiate Questions

Example: *Mary Had a Little Lamb*

Remember: What followed Mary to school?

Understand: Can you explain what was against the school's rules?

Apply: What would you do if your pet followed you to school?

Analyze: What caused the children to laugh and play? Why would the school have a rule against pets coming to school?

Evaluate: Do you think Mary got in trouble? Why or why not?

Create: How do you suppose the children felt when they saw Mary's lamb at school? What words lead you to believe they felt this way?

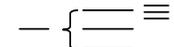
Thinking Maps

Use appropriate Thinking Maps to increase comprehension and understanding of text organization.

Use a Flow Map to illustrate a narrative story.



Cut apart an expository article into parts such as headings, captions, pictures, title, author, sentences etc. Place them on a Brace Map.



Use a Circle Map to make predictions before reading and to confirm predictions during and after reading.



Instructional Focus	Standard and Related Concept	Performance Objectives
Writing Process	Strand 1: Writing Process Concept 1: Prewriting	PO 1. Generate ideas through prewriting activities (e.g., Thinking Maps, drawing, group discussion, writer's notebook).
		PO 2. Draw a picture or storyboard about ideas generated.
		PO 3. Organize ideas using simple webs, maps, or lists.
		PO 4. Discuss the purpose for a writing piece.
		PO 5. Discuss who the intended audience of a writing piece will be.
	Strand 1: Writing Process Concept 2: Drafting	PO 1. Write a draft (e.g., story, caption, letter, observation, message).
	Strand 1: Writing Process Concept 3: Revision	PO 1. Reread original draft for clarity.
		PO 2. Add additional details with prompting.
	Strand 1: Writing Process Concept 4: Editing	PO 1. Review the draft for errors in conventions, with prompting.
	Strand 1: Writing Process Concept 5: Publishing	PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.
PO 2. Write legibly.		
6-Traits	Strand 2: Writing Elements Concept 1: Ideas and Content	PO 1. Write stand-alone text that expresses a clear message.
		PO 2. Incorporate details in pictures and text.
	Strand 2: Writing Elements Concept 2: Organization	PO 1. Demonstrate sequencing or patterning in written text or storyboards.
		PO 2. Show a sense of beginning (e.g., This is a story of..., One day..., My favorite food...).
		PO 3. Write multiple sentences in an order that supports a main idea or story.

Instructional Focus	Standard and Related Concept	Performance Objectives
6-Traits (continued)	Strand 2: Writing Elements Concept 3: Voice	PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.
	Strand 2: Writing Elements Concept 4: Word Choice	PO 1. Select words that convey a clear, general meaning.
		PO 2. Use a variety of words, even if not spelled correctly, to convey the intended meaning.
		PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.
	Strand 2: Writing Elements Concept 5: Sentence Fluency	PO 1. Write simple sentences.
	Strand 2: Writing Elements Concept 6: Conventions	PO 1. Incorporate conventions into own text including: a.) spacing between words b.) spacing between lines c.) consistent left right and up-down orientation d.) placement of title.
		PO 2. Use capital letters correctly for: a.) the pronoun I b.) the beginning of a sentence c.) names.
		PO 3. Punctuate endings of sentences using: a.) periods b.)question marks c.) exclamation points.
		PO 4. Spell high-frequency words correctly.
		PO 5. Use common spelling patterns (i.e., onset and rimes, word families, and simple CVC words) to spell words correctly.
		PO 6. Use basic phonetic spelling of unfamiliar words to create readable text.
		PO 7. Use resources (e.g., environmental print, word wall, dictionaries) to spell correctly.
		PO 8. Use subject verb agreement in simple sentences.
PO 9. Correctly use nouns and action verbs in simple sentences.		
PO 10. Write own name on personal work.		

Instructional Focus	Standard and Related Concept	Performance Objectives
Genres	Strand 3: Writing Applications Concept 1: Expressive	PO 1. Write a narrative that includes: a main idea based on real or imagined events, character(s), and a sequence of events.
		PO 2. Participate in writing simple poetry, rhymes, songs, or chants.
	Strand 3: Writing Applications Concept 2: Expository	PO 1. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.
		PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps.
	Strand 3: Writing Applications Concept 3: Functional	PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).
		PO 2. Participate in writing communications, with teacher as scribe including friendly letters and thank-you notes.
	Strand 3: Writing Applications Concept 5: Literary Response	PO 1. Write a response to literature selection identifying the: a.) characters, b.) setting c.) sequence of events d.) main idea.
		PO 2. Participate in a group response to a given piece of literature that connects a.) text to self (personal connection), b.) text to world (social connection), and c.) text to text (compare with multiple texts).
	Strand 3: Writing Applications Concept 6: Research	PO 1. Write a simple report with a title and three facts, using informational sources.

CONCEPT MAP

1st Grade

Key Concepts:

Composing in 1st grade is primarily focused on writing about something they have observed or experienced.

Writing Process is the process involved in producing a polished piece of writing. The writing process comprises several overlapping stages, each of which focuses on specific tasks. The stages of the Writing Process include: Pre-writing, Drafting, Revision, Editing, Publishing.

Six traits refers to the framework and common language we use to refer to the characteristics of writing. The six traits are: Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions.

Spelling is a component of the trait of conventions. However, direct spelling instruction should be linked between reading and writing instruction.

Writing

Writing is one of two communication skills that provide evidence of thinking. We know what and how a student is thinking by talking to them and reading what they have written.

- Writing Activities:**
- Model writing through all stages.
 - Connect spelling to phonics.
 - Notice strong and weak traits in literature.
 - In addition to daily, direct writing instruction, provide opportunities to write in authentic situations across content areas.

Supplement the Core Reading Program with Additional Writing Activities and Games

Key Vocabulary:

Shared writing is sometimes referred to as interactive writing. Each child in the class or small group has the opportunity to contribute to the composition of the piece through suggestions as well as actual use of the writing instrument in production of the letters, words, and sentences.

Independent writing is when the child composes and writes independently — with the teacher there to help, teach, encourage, and edit as needed.

Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing.

A Mini- Lesson is usually a 5-10 minutes whole class activity that is focused on a specific discrete skill.

Focused Journal Writing: During this time, teachers model writing and provide opportunities for whole class and small groups to practice what has been modeled by addressing a specific prompt. Staying on-prompt is a major focus! Additional areas of focus include: writing complete sentences, use of pronouns, appropriate sequence.

Writing Centers: Students should have the opportunity to engage in self-selected writing opportunities several times each week at a writing center. Once a focused writing topic has been completed it is embedded in activities at the writing center.

Literacy Props in Centers: Provide for writing opportunities in centers. Place writing materials in the center to encourage students to engage in writing behaviors. Examples: order pads in a store or restaurant center, construction paper and markers for making signs in a construction center, blank paper and pencils for recording info at the science center.

Progression of Writing Development:	
Pictures	 (This is my house.)
Scribble	 (This is my house.)
Random Letters	A C m A o d AA (This is my house.)
Random and Initial Consonants	I V A D A A O (I have a dog.)
Initial Consonants	I L M B (I like my bike.)
Initial and Final Consonants	I lk mi Bk (I like my bike.)
Vowel Sounds Appear	I lik to pla with my cat. (I like to play with my cat.)
All Syllables Represented	My favorit dinosor is the stegosorus.
Multiple Related Sentences and Many Words with Correct Spelling	Today I am going the stor with my moth. I am going to by a present for my brothrs birthday. He is thre years old.

Heart Words

Kindergarten

1st Grade

a	down	with	need	city	who	young
my	got	every	saw	house	would	always
the	up	day	be	family	kind	does
I	and	put	our	work	door	even
like	in	friend(s)	right	book(s)	made	pretty
go	oh	new	good	read	also	say
we	yes	she	Mr.	about	know	sound
on	make	use	some	by	moved	any
to	they	could	their	writing	only	took
you	walk	people	many	grew	room	again
have	help	he	how	way	should	blue
do	now	says	away	these	those	high
what	play	your	funny	found	write	love
no	too	give(s)	hide	find	over	open(ed)
see	want	when	food	follow	town	another
look	of	night	air	full	world	change
come	so	out	(a)round	were	above	nothing
for	don't	from	live	four	different	thought
me	that	eat	animal(s)	together	old	cold
one	where	or	soon	talk	water	sure
little	buy	grow(s)	fly	each	year(s)	both
are	very	two	turns	other	because	boy
here	was	gone	sometimes	school	most	head
	her	try	take	place	picture	read
	said	time	there	great	why	

Heart Words

2nd Grade

big	alone	after	between	answer	cow	bone	kittens	cook(s)	able
brown	home	early	enough	bark	hen	box	miss	duck	bike
eat	right	hot	fill	page	mean	draw	shop	lion	board
no	river	pretty	idea	paper	start(ed)	pictures	steps	men	follow
people	think	someone	number	tall	wife	whose	surprise	oil	seat
get	ball	before	bag	coming	fire	dinner	church	beautiful	hole
line	children	blue	call	dark	rock	important	dad	boat	lived
more	each	ever	country	front	tell	nothing	pat	city	night
stop	girl	jump	rain	lake	train	seem	sister(s)	high	story
together	name	room	sleep	past	wait	stay	window(s)	morning	young
about	black	bit	air	drink	feed	isn't	birthday	America	above
boy	grow	cake	different	hat	letter	maybe	buy	leg	carry
fall	last	open	food	hid	lost	near	dance	mountain	group
few	man	smell	light	hill	sea	park	hold	state	hungry
same	mouse	thank	water	road	won't	sign	ride	tires	mile

3rd Grade

bring	eight	long	pick	ten
carry	far	much	seven	today
clean	if	myself	shall	warm
cut	keep	never	six	
done	laugh	own	small	

Heart Words – Optional

Kindergarten

and	all	there
away	am	they
big	at	this
blue	ate	too
can	be	under
down	but	want
find	came	was
funny	did	well
help	four	went
her(s)	good	white
in	has	who
is	he	will
it	into	with
jump	must	yes
love	new	
make	now	
not	our	
play	out	
red	ran	
run	saw	
said	say	
three	she	
two	so	
up	soon	
yellow	that	

1st Grade

black	then
brown	think
eat	
get	
please	
pretty	
ride	
after	
an	
as	
ask	
every	
going	
had	
has	
her(s)	
him	
just	
let	
may	
once	
open	
stop	
thank	
them	

2nd Grade

been
best
fast
first
five
gave
goes
green
its
off
pull
sing
sit
upon
us
wash
wish

3rd Grade

content area words

**First Grade Sequence of Skills
Aligned to Harcourt Trophies**

Appendix C

Week	Harcourt Selection	Phonemic Awareness Focus	Phonics Focus	High Frequency Words and Irregular Sight Words	Comprehension Focus	Decodable Book(s)
1	The Hat	addition, deletion, substitution of phonemes	Short vowel /a/ a Phonograms: -ap, -at	down got up	Skill: Sequence a series of events Strategy: Use decoding / phonics	Pat Nan Cat
2	Sam and the Bag	addition, deletion, substitution of phonemes	Short vowel /a/ a Inflection: -s	and, in oh, yes	Skill: Predict what might happen next Strategy: Reread aloud	Hat? Hat? Tap a Hat
3	Ants	addition, deletion, substitution of phonemes	Short vowel /i/ i Phonograms: -ill, -it Inflection: -s	make they walk	Skill: Locate details in expository text Strategy: Use decoding / phonics	Sid Tim and Pip
4	Jack and Rick	addition, deletion, substitution of phonemes	Digraph /k/ ck Phonograms: -ick , -in Contraction: ll	help, now play, too want	Skill: Sequence a series of events Strategy: Make and confirm predictions	The Sack Pack the Van
5	Todd's Box	addition, deletion, substitution of phonemes	Short vowel /o/ o Word Building with /o/ and /i/ Inflection: -ed , -ing	of so don't	Skill: Draw conclusions Strategy: Make inferences	Todd Fox Dot and Pom-Pom
6	All That Corn	addition, deletion, substitution of phonemes	Vowel variant /ô/ a Phonograms: -all , -ill Contraction: n't	that, where buy, very	Skill: Sequence a series of events Strategy: Self-correct	At the Mall Tall, Small, Tall
7	Dan's Pets	addition, deletion, substitution of phonemes	Short vowel /e/ e Initial Blends with s	was, her said, with every, day	Skill: Determine setting Strategy: Create mental images	Ben and Bell Red Hen
8	Boots for Beth	blend phonograms into words	Digraph: /th/th Phonograms: -est, -ent	put, friends new, she use, could	Skill: Cause / Effect Strategy: Sequence events and Summarize	Seth's Pet Math Path
9	Space Pup	addition, deletion, substitution of phonemes	Short Vowel: /u/u Initial Blends with r	people, he , says, your, gives, when night, out	Skill: Cause / Effect Strategy: Reread	Muff's Bath Buck Duck

**First Grade Sequence of Skills
Aligned to Harcourt Trophies**

Appendix C

Week	Harcourt Selection	Phonemic Awareness Focus	Phonics Focus	High Frequency Words and Irregular Sight Words	Comprehension Focus	Decodable Book(s)
10	Where Do Frogs Come From?	addition, deletion, substitution of phonemes	Diphthong: /ng/ng Phonograms: -ang, -ing Contractions: 's, n't, 'll	from, eat, or grows, two, gone	Skill: Locate details in expository text Strategy: Look for Word bits and parts	King Bing Plays Ball Ling and Lang
11	Try Your Best		R-controlled Vowels: /ôr/or, ore Compound Words	try, time, need saw, be, our right, good, Mr.	Skill: Describe characters Strategy: Self-correct	Morning Song Mort's Trip to the Store The Fort More Corn
12	Fun With Fish	addition, deletion, substitution of phonemes	Digraph: /sh/sh Initial Blends with s and r	some, their, many how, away, funny hide, food	Skill: Locate details in expository text Strategy: Reread aloud	At the Shore Trash
13	I Am a Butterfly	blend phonograms into words	Digraphs: /ch/ch, tch Initial Blends with l	air, around live, animals soon, fly, turns	Skill: Predict what might happen next Strategy: Look for word bits and parts	Chad and His Chums Mitch and Fitch Chuck and Chet Mitch, Chip and Catnip
14	Did You See Chip?	blend phonograms into words	R-controlled Vowel: /är/ar Inflections: -s, -ed, -ing	sometimes take, there house city,	Skill: Determine Setting Strategy: Make inferences	At the Park Back on the Farm
15	Tomás Rivera		Digraphs: /kw/qu, /hw/wh Initial Blends with l Inflection: -es	family, work, books read, about, by writing, grew	Skill: Describe characters Strategy: Sequence events and summarize	Zip! Zap! Quick! The Whip Quick! Barked the King Cluck! Quack! Wham! Whack!
16	On the Way to the Pond	blend phonograms into words	R-controlled Vowels: /ûr/er, ir, ur Contractions: 've, 're Inflections: 's, -ed, -ing	way, these found, find follow, full were, four	Skill: Determine setting Strategy: Read ahead	Dr. Kern The Third Bird Burt and Curtis Mom's Helper Dig and Stir Burk's Sunburn
17	Friends Forever	blend phonograms into words	Syllable: /əl/le Initial Blends with l Inflections: -er, -est	together, talk each, other, school place, great	Skill: Fact or Fiction Strategy: Reread	A Picnic for Winkle Tell Me a Riddle

**First Grade Sequence of Skills
Aligned to Harcourt Trophies**

Appendix C

Week	Harcourt Selection	Phonemic Awareness Focus	Phonics Focus	High Frequency Words and Irregular Sight Words	Comprehension Focus	Decodable Book(s)
18	The Fox and the Stork	addition, deletion, substitution of phonemes	Long Vowel: /ō/ow, oa Blends with s and r Inflections: -s, -ed, and -ing	who, would kind, door, made	Skill: Describe characters Strategy: Make and confirm predictions	A Little Fellow Coal for Gramps Snowball and Shadow Camping at Oak Pond
19	A Bed Full of Cats		Long Vowels: /ē/ e, ee, ea Contractions: 's, 'n't, 'll	also, know moved, only room, should those, write	Skill: Alphabetize a series of words Strategy: Make and confirm predictions	To Be a Frog Reed's Beetles Sweet Treats Edith and Felix Lee Needs Sleep The East Beach Team
20	Me on the Map		Long Vowel: /ā/a-e Phonograms: -ake, -ate Inflections: -ed, -ing	over, town world	Skill: Classify / categorize Strategy: Sequence events and summarize	Wake Up Blake Jane's Game Silly Kitty
21	At Home Around the World	addition, deletion, substitution of phonemes	Long Vowel: /ē/y Inflections: -es, -ed, -ing, (y to l)	above, different old, water, years	Skill: Classify / categorize Strategy: Look for word bits and parts	Benny Bunny Ricky and Lucky
22	Tell Me a Story		Long Vowel: /ī/i-e Phonograms: -ine, -ite Contractions: 's, n't, 'll	because, most picture, why, young	Skill: Alphabetize Strategy: Create mental images	Mike's Job A Fine Day for Kites
23	My Robot	blend phonograms into words	Consonant: /s/c Phonograms: -ice, -ide	always, does, even pretty, say, sound	Skill: Fantasy or reality Strategy: Reread aloud	Cindy's Circus Bats Are Nice
24	On the Job with Dr. Martha		Vowel Variant: /ou/ow, ou Phonograms: -own, -ound	any, took	Skill: Classify / Categorize Strategy: Read ahead	Howdy Clown What Joan Found Bow-Wow Hound The Grouchy Mice
25	Little Bear's Friend		Long Vowel: /ī/y, ie Inflections: -s, -ed, -ing	again, blue, high love, opened	Skill: Alphabetize a series of words Strategy: Create mental images	Let's Fly Fried Fish and Apple Pie Freddy and the Fly A Fly on My Pie
26	Busy Buzzy Bee	blend phonograms into words	Long Vowel: /ō/o-e Initial Blends with l	another, change	Skill: Cause / Effect Strategy: Reread	Rabbit and Mole A Vole Finds a Home

**First Grade Sequence of Skills
Aligned to Harcourt Trophies**

Appendix C

Week	Harcourt Selection	Phonemic Awareness Focus	Phonics Focus	High Frequency Words and Irregular Sight Words	Comprehension Focus	Decodable Book(s)
27	The Story of the Bluebird		Long Vowel: /ī/igh Contractions: 's, n't, 'll; Inflections: -ed, -ing	nothing, thought	Skill: Identify the plot Strategy: Look for word bits and parts	Seeing the Sights
28	Frog and Toad All Year	addition, deletion, substitution of phonemes	Long Vowel: /ā/ai, ay Phonograms: -ail, -ain	cold, sure	Skill: Cause / Effect Strategy: Reread	Daisy A Gray Day One Rainy Day Rain, I Say
29	Fishing Bears		Long Vowel: /ī/i Inflections: -ed, -ing	both	Skill: Main idea Strategy: Self-correct	Hi, Green Beans! Wild, Wild, Things
30	How to Be a Nature Detective		Long Vowel: /ō/o Contractions: 've, 'd, 're		Skill: Main idea Strategy: Read ahead	Let's Go! Flo Hippo
31	The Puddle		Consonant: /j/g, dge Inflections: -ed, -ing Contractions: 've, 'd, 're		Skill: Identify the plot Strategy: Make inferences	Roger's Gerbil The Fudge Judge Ginger The Badgers Have a Picnic
32	Poppleton Everyday		Long Vowel: /(y)ōō/ u-e Contractions: 've, 'd, 're Inflections: -ed, -ing Decode two-syllable words	boy, head, read	Skill: Predict what might happen next Strategy: Use decoding phonics	Queen June and the Rude Duke Jules and Luke
33	Sleep is for Everyone		Short Vowel: /e/ea Inflections: -er, -est, -ed, -ing		Skill: Main idea Strategy: Make inferences	All Kinds of Weather Ned's Feathers
34	Baboon		Vowel Variant: /ōō/oo Phonograms: -oom, -oot		Skill: Identify the plot Strategy: Sequence events and summarize	The Loose Tooth The Goose and the Loon