

KPBSD ELA CURRICULUM

1ST GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

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| <p>PRIORITY STANDARDS</p> <p>1.RI.2. Identify the main topic or author’s purpose (e.g., to teach or tell us about...) and retell key details of a text.</p> <p>1.RI.5. Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text.</p> <p>1.RI.9. Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).</p> <p>1.RI.10. With prompting and support, read informational texts on a range of topics appropriately complex for first grade, with scaffolding as needed.</p> <p>SUPPORTING STANDARDS</p> <p>1.RI.1 With prompting and support, illicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.</p> <p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.6 Distinguish between information provided by photos or other graphics and information provided by the words in a text.</p> | Transfer | |
| | <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • With prompting and support, read informational texts on a range of topics appropriately complex for first grade, with scaffolding as needed. | |
| | Meaning | |
| | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
| <p>Students will understand...</p> <ul style="list-style-type: none"> • And use concepts about print to read and interpret information. • How to demonstrate an understanding of all sound-symbol relationships and manipulate phonemes in a word. • How to Identify and decode words using multiple strategies. • How to develop increasing fluency in oral reading of nonfiction texts. • How to apply a variety of strategies to gain understanding of the text before, during, and after reading. • How to acquire new vocabulary through literature, concrete experiences, and study in the content areas. • How to read, comprehend, and respond to nonfiction text at an independent level. • How to explore questions and gather data from texts to share with others. | <p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is non-fiction? • What types of things do non-fiction books teach us? • Why should first graders read and write? • What do good readers look like? • How do good readers acquire and record information? • How do good readers reflect and improve on their reading? • What do respectful, learning discussions look like? • How do the features of non-fiction help us to find, understand, and apply important information? | |
| Acquisition | | |
| <p>Students will know...</p> <ul style="list-style-type: none"> • How to ask and answer questions about important details in nonfiction books. | <p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Using agreed upon conversation skills to discuss informational text. • Find details to answer questions. | |

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| <p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>1.RI.8 Identify the opinions an author states to support points in a text.</p> | <ul style="list-style-type: none"> • How to tell the main topic and important details in nonfiction books. • How people, events, or ideas are connected in nonfiction books. • To ask and answer questions to help them understand new words. • How to understand and use all the helpful parts of nonfiction books to help find important facts and details. • How to find some information from pictures and some information from the words in nonfiction books. • How to use the pictures and words in nonfiction books to help me tell about the main ideas. • How to find the reasons that an author gives to help teach about the main idea. • How to find things that are the same and different in two nonfiction books that teach about the same topic. • How to read and understand first grade nonfiction books. | <ul style="list-style-type: none"> • Use graphic organizers to record text and graphic features and information/facts. • Use graphic organizers to tell similarities and differences from text to text. • Using details from the text and graphics to tell and describe the main idea, author’s opinion, facts, and interpret text and graphic features. • Use strategies to figure out tricky words in nonfiction. • Asking and answering questions to clarify understanding of the text. • Locating and interpreting key details in graphics and text. • Using details from text to answer/ask clarifying questions. • Clearly recording their thinking and learning about nonfiction. • Recalling key details from the text or graphics. • Explaining the author’s purpose or opinion of the text. |
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Evidence

| Evaluative Criteria | Assessment Evidence |
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| <p>Rubrics aligned to the standards</p> | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Running Records (R-CBM) • Phonemic Awareness (PSF, LNF, LSF, NWF) • Benchmark Assessments • MAPS <p>OTHER EVIDENCE:</p> <p>Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers</p> |

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Vocabulary

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| Question Answer Ask Detail Text Events Main Topic Main Idea Retell Key Details Important Graphics | Illustrations Picture Photograph Diagram Labels Character Events Information Clarify Clue Context Explain | Table of Contents Glossary Headings Author Illustrator Reasons Support Opinion Similarities Differences Purpose |
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Technology Skills

I can...

- Log In/Log Off with an ID and password, do simple text entry, access the start menu and desktop, print, scroll up, scroll down, close window appropriately, and shut down computer appropriately.
- Use and talk about the keyboard keys: space bar, cursor, shift.
- Use and care for equipment in a respectful way.
- Identify technology equipment: computer, printer, mouse (move to wake up computer).
- Adjust the volume for my computer.
- Open and use a computer program from the menu or icons.
- Select a website from the District Favorites.
- Read information from the World Wide Web with assistance.
- Produce and save a document using a word processing program.
- List potential dangers in digital environments and know how to report unsafe situations.