

KPBSD ELA CURRICULUM

1ST GRADE – READING STANDARDS FOUNDATIONAL SKILLS

Desired Results

PRIORITY STANDARDS 1.RF.1. Demonstrate understanding of the organization and basic features of print. a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 1.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single-syllable words. b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 1.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. a) Know the spelling-sound correspondences for common consonant digraphs. b) Decode regularly spelled one-syllable words. c) Know final-e and common vowel team conventions for representing long vowel sounds. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Transfer	
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. 	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand... <ul style="list-style-type: none"> • Proper sentence organization promotes fluency of communication. • Letters and letter combinations represent sounds. • Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. • Fluent readers group words quickly to help them gain meaning from what they read. 	ESSENTIAL QUESTIONS Students will keep considering... <ul style="list-style-type: none"> • How do readers apply reading strategies to improve understanding and fluency? • How do I figure out a word I do not know? • What is the purpose of applying basic print features? • Why is it important to write an organized sentence? • How are sounds represented by letters? • How does fluency affect comprehension?
Acquisition		
Students will know... <ul style="list-style-type: none"> • How books can be read. • How to find and point to the first word, the beginning capital letter, and the ending mark in a sentence. • How words and their parts go together. • The difference between short and long vowel sound when they hear a word. • How to put sounds together to speak words. • How to find and tell the beginning, middle, and ending sounds in short words. • How to break down short words and say each sound by itself. 	Students will be skilled at... <ul style="list-style-type: none"> • Writing/reading an organized sentence that includes the distinguishing features of a first word that is capitalized and end punctuation. • Orally producing CVC words that contain both long and short vowel sounds as well as consonant blends. • Applying phonics skills to decode grade level appropriate words. • Reading comprehension by being able to read grade appropriate text orally at an appropriate rate. 	

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<p>e) Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f) Read words with inflectional endings.</p> <p>g) Recognize and read grade-level appropriate irregularly spelled words.</p> <p>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • How to show what they have learned about letters and sounds by reading words. • How to hear and spell consonant letters that are blended together to make words. • How to read short words. • How to read words with long vowel sounds (silent e or vowel teams). • How to use what they know about vowel sounds to help figure out how many syllables are in words. • How to read words with two syllables. • How to read words that have different endings. • How to read first grade words that aren't spelled the way they sound. • How to read and understand books at their level. • How to read and understand first grade books. • How to read aloud like a teacher. • How to stop when reading and fix words that they mess up or that they are not sure of. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
Rubrics aligned to the standards	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Running Records (R-CBM) • Phonemic Awareness (PSF, LNF, LSF, NWF) • Benchmark Assessments • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • Moby Max • MAPS 	

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	<p>OTHER EVIDENCE:</p> <p>Anecdotal Records</p> <p>Teacher Observations</p> <p>Classroom Discussions</p> <p>Collaboration with Peers</p>
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Vocabulary

<p>Word</p> <p>Sentence</p> <p>Names</p> <p>Beginning</p> <p>Ending</p> <p>Punctuation</p> <p>Capitalization</p> <p>Question Mark</p> <p>Period</p> <p>Exclamation Mark</p>	<p>Vowel</p> <p>Consonant</p> <p>Sound</p> <p>Segment</p> <p>Blend</p> <p>Syllable</p> <p>Initial (Beginning)</p> <p>Medial (Middle)</p> <p>Final (End)</p> <p>Decode</p>	<p>Silent</p> <p>Pattern</p> <p>Digraph</p> <p>Fluency</p> <p>Accuracy</p> <p>Expression</p> <p>Comprehension</p> <p>Reread</p> <p>Comma</p>
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Technology Skills

<p>I can...</p> <ul style="list-style-type: none"> • Log In/Log Off with an ID and password, do simple text entry, access the start menu and desktop, print, scroll up and 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 on a 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.
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