# KPBSD ELA CURRICULUM
# 1st GRADE – READING STANDARDS FOR LITERATURE

## Desired Results

### PRIORITY STANDARDS

**1.RL.1.** Ask and answer questions about a literary text using key details from the text.
**1.RL.3.** Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
**1.RL.5.** Explain major differences between books that tell stories and books that give information (fiction, nonfiction, and poetry), drawing on a wide reading of a range of text types.
**1.RL.10.** With prompting and support, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to first grade.

### SUPPORTING STANDARDS

**1.RL.2** Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
**1.RL.4** Ask and answer questions about a literary text using key details from the text.
**1.RL.6** Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
**1.RL.7** Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
**1.RL.9** With prompting and support, compare and contrast the adventures and experiences of characters in stories.

### Transfer

Students will be able to independently use their learning to…

- Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to first grade with prompting and support,.

### Meaning

#### ENDURING UNDERSTANDINGS

Students will understand...

- How to use concepts about print/text to read for meaning and understanding.
- How to develop mastery of all sound-symbol relationships.
- How to demonstrate the ability to read unknown words in context.
- How to read just right books with fluency, stamina, accuracy, and comprehension for a sustained period of time.
- 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 comprehend and respond to short stories, poetry, articles, chapter books, and picture books.

#### ESSENTIAL QUESTIONS

Students will keep considering…

- What is literature?
- What types of things does literature 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 discussion look like?
- How does organized story structure (beginning, middle, end) lead to understanding?

### Acquisition

Students will know...

- How to ask and answer questions about important details in stories.
- How to retell a story they know using important details and show that they know what the author is trying to teach.

Students will be skilled at...

- Using agreed upon conversation skills to discuss literature.
- Finding details to answer questions.
- Using graphic organizers to record story elements.

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| | • How to tell the characters, setting, and what happens in stories.<br>• How to find words in a story or poem that tell about feelings.<br>• How to tell the difference between fiction and nonfiction.<br>• How to figure out who is telling a story at different parts in the story.<br>• How to use the pictures and detail in a story to tell about its characters, setting, or events.<br>• How to compare what happens to characters in stories.<br>• How to read and understand first grade stories and poems. | • Using graphic organizers to tell similarities and differences from text to text.<br>• Using details from the text and graphics to tell story elements.<br>• Using strategies to figure out tricky words in literature.<br>• Asking and answering questions to clarify understanding of the story.<br>• Locating and interpreting key details in illustrations and text.<br>• Using details from text to answer/ask clarifying questions.<br>• Clearly recording their thinking and learning about literature.<br>• Retelling a story using key details from the text or illustrations.<br>• Explaining the purpose or message/lesson of the story. |

| **Evidence** | |
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| **Evaluative Criteria** | **Assessment Evidence** |
| Rubrics aligned to the standards | PERFORMANCE TASK(S):<br>• Running Records (R-CBM)<br>• Phonemic Awareness (PSF, LNF, LSF, NWF)<br>• Benchmark Assessments<br>• Raz Kids<br>• Houghton-Mifflin Journeys Weekly Comprehension Assessments<br>• Moby Max<br>• MAPS |
| | OTHER EVIDENCE:<br>Anecdotal Records<br>Teacher Observations<br>Classroom Discussions<br>Collaboration with Peers |

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| Vocabulary | | |
|---|---|---|
| Details | Ending | Fiction |
| Questions | Lesson | Nonfiction |
| Ask | Moral | Narrator |
| Answer | Sequence | Dialogue |
| Text | Describe | Quotations |
| Information | Characters | Author |
| Retell | Setting | Illustrator |
| Details | Plot | Events |
| Main Event | Poems | Compare |
| Story | Senses | Contrast |
| Problem | Feelings | Experiences |
| Resolution | Poetry | Predict |
| Solution | Narrative | |

## Technology Skills

I can…

- Log In/Log Off with own ID and password, do simple text entry, access the start menu and desktop, print, scroll up and scroll down, close window appropriately, 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