

## First Grade Standards Support Document

What does this standard mean and how do I teach it?

*This document includes a sampling of activities and ideas for assessment and should not be considered comprehensive or inclusive.*

### First Grade Reading Standards

Key:

<b>Literary and Informational Text</b>
<p><b>Literary Text</b></p> <p>By the end of second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.</p>
<p><b>Informational Text</b></p> <p>By the end of second grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedic entries, book reviews, journals, and speeches. They also read directions, maps, timelines, and graphs.</p>

<b>Standard 1: Demonstrate understanding of the organization and basic features of print.</b>	
Indicator(s)	<b>1-RL.1.1, 1-RI.1.1</b> Recognize the distinguishing features of a sentence.
Description	<p>Students should already have some understanding of the basic features of print: print moves top to bottom and left to right, spoken words are represented by letters, there are spaces between words, and they should recognize and be able to name all upper- and lowercase letters. Students should recognize that sentences have a capital letter at the beginning and punctuation at the end of a sentence.</p> <p>By second grade, students are expected to build upon and continue applying previous learning regarding the organization and basic features of print.</p>
Activities	Many students may have already formed an understanding of this indicator due

	<p>to their experiences with texts in Kindergarten. However, for students who have difficulty, using an Interactive Writing format may be helpful. Click here to view a video of Interactive Writing. <a href="https://vimeo.com/153272739">https://vimeo.com/153272739</a></p> <p><b><u>Dictated Sentences:</u></b> A dictated sentence is a quick and effective way to assess whether or not a student hears and records sounds. However, you will also learn whether or not the student has a good understanding of the organization and basic features of print such as directionality and return sweep.</p>
Assessments	<p>This can be assessed during Independent Reading conferences or while taking a running record.</p> <p>Understanding this indicator in reading will impact how students demonstrate command of these features when writing. Therefore, this could be noted during Independent Writing as well.</p>
Resources	<p><i>The Next Step Forward in Guided Reading</i> by Jan Richardson</p>

<b>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</b>	
Indicator(s)	<p><b>1-RL.2.1, 1-RI.2.1</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>1-RL.2.2, 1-RI.2.2</b> Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.</p> <p><b>1-RL.2.3, 1-RI.2.3</b> Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.</p> <p><b>1-RL.2.4, 1-RI.2.4</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p>
Description	<p>This standard and these indicators are important to help students develop phonological awareness. Phonological awareness is the ability to hear, identify and manipulate larger parts of spoken language. Oral language development is critical for students as they develop an understanding of spoken words, syllables, and sounds. It is important for teachers to read aloud engaging books, poems and rhymes as well as sing songs students enjoy as they are gaining control of language. In learning to read and spell, it is important for students to understand that words are made up sounds, syllables, onsets and rimes. This understanding will be helpful as they learn to decode (a breaking down process) and encode (a building up process) words when they read and write.</p>
Activities	<p><b><i>Words Their Way Word Sorts for Within Word Pattern Spellers</i></b></p> <p><b>DRA Word Analysis Minilessons and Activities</b></p> <p><b>Sound/Elkonin Boxes</b></p> <div data-bbox="779 1404 1140 1696" data-label="Image"> </div> <ul style="list-style-type: none"> <li>Procedures: <a href="http://www.readingrockets.org/content/pdfs/Elkonin-soundbox.pdf">http://www.readingrockets.org/content/pdfs/Elkonin-soundbox.pdf</a></li> </ul>

	<p><b>Break Words and Put Them Back Together:</b> Demonstrate how to break words and then put them back together using magnetic letters. This can be done during Guided Reading or during individual conferences.</p> <p><b>DRA Word Analysis Minilessons and Activities</b></p>
Assessments	<p><i>Words Their Way Word Sorts for Within Word Pattern Spellers</i> have sorts and assessments for distinguishing long and short vowel sounds in words.</p> <p>DRA Word Analysis Tasks (Task 26).</p>
Resources	<p>Professional Resources</p> <ul style="list-style-type: none"> <li>• <i>Words Their Way</i> by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston</li> <li>• <i>Words Their Way Word Sorts for Within Word Pattern Spellers</i> by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston</li> <li>• Developmental Reading Assessment by Joetta M. Beaver</li> <li>• Reading Rockets <a href="http://www.readingrockets.org">www.readingrockets.org</a></li> </ul>

**Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.**

Indicator(s)	<p><b>1.RL.3.1, 1.RI.3.1</b> Demonstrate the sound correspondences for common consonant blends and digraphs.</p> <p><b>1.RL.3.2, 1.RI.3.2</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</p> <p><b>1.RL.3.3, 1.RI.3.3</b> Read a two-syllable word by breaking the word into syllables.</p> <p><b>1.RL.3.4, 1.RI.3.4</b> Use final -e and common vowel team conventions to read words with long vowel sounds.</p> <p><b>1.RL.3.5, 1.RI.3.5</b> Read words with inflectional endings.</p> <p><b>1.RL.3.6, 1.RI.3.6</b> Recognize and read grade-appropriate irregularly spelled words.</p>
Description	<p>The essence of this standard requires students to have a working knowledge of how words work and how to use that knowledge when decoding words. Once children are beginning to use what they know about consonants to read and write words, they should learn blends and digraphs. Students also need many opportunities to notice word patterns and to sort words by their different characteristics.</p> <ul style="list-style-type: none"> <li>• <i>Blends</i>: a spelling unit (sometimes called a “consonant cluster”) of two or three consonants that retain their identity             <ul style="list-style-type: none"> <li>◦ For example: blue, green</li> </ul> </li> <li>• <i>Digraphs</i>: two letters that represent a single sound             <ul style="list-style-type: none"> <li>◦ For example: shoe, phone,</li> </ul> </li> </ul> <p>*NOTE: Blends and Digraphs can occur at the beginning or end of syllables.</p>
Activities	<p><b><i>Words Their Way Word Sorts for Early Within Word Pattern Spellers</i></b></p> <ul style="list-style-type: none"> <li>• Picture Sorts for Short- and Long-Vowel Sounds: Sorts 1-6</li> <li>• Word Sorts Contrasting Short- and Long- Vowel Sounds and Patterns (CVC and CVCe): Sorts 7-12</li> <li>• Common Long-Vowel Patterns (CVCe and CVVC): Sorts 13-18</li> <li>• Less Common Long-Vowel Patterns: Sorts 19-24</li> </ul> <p>Types of Sorts and Other Activities:</p> <ul style="list-style-type: none"> <li>• Teacher-Directed Closed Sorts (Teachers define the categories and model sorting with a set of words)</li> <li>• Speed Sorts/Buddy Sorts (Practice sorts-- done AFTER the teacher-directed sorts)</li> <li>• Open Sorts (Students define the category and sort words in new ways--</li> </ul>

- Guess My Category)
- Blind Sorts (See next page)
- Word Hunts
- Games (See *Words Their Way* resources for many game ideas)

**The following minilessons are found in *The Reading Strategies Book* by Jennifer Seravallo:**

- 3.12 Group Letters That Make Sounds Together
- 3.15 Take the Ending Off
- 3.17 Flexible Sounds
- 3.18 Cover and Slide
- 3.19 Take the Word Apart, Then Put It Back Together
- 3.21 Look for Vowels That Go Together

**What's the Question?** Students can be engaged in an inquiry when beginning to look at a new spelling pattern. The teacher may begin by showing students a group of words and then asking them, "What do you notice that is the same in these words? What is different? What do you wonder?" (See picture below for an example.)

**Figure 2-5 What's the Question?**

pitch	teach
scotch	pooch
fetch	screech
ditch	reach

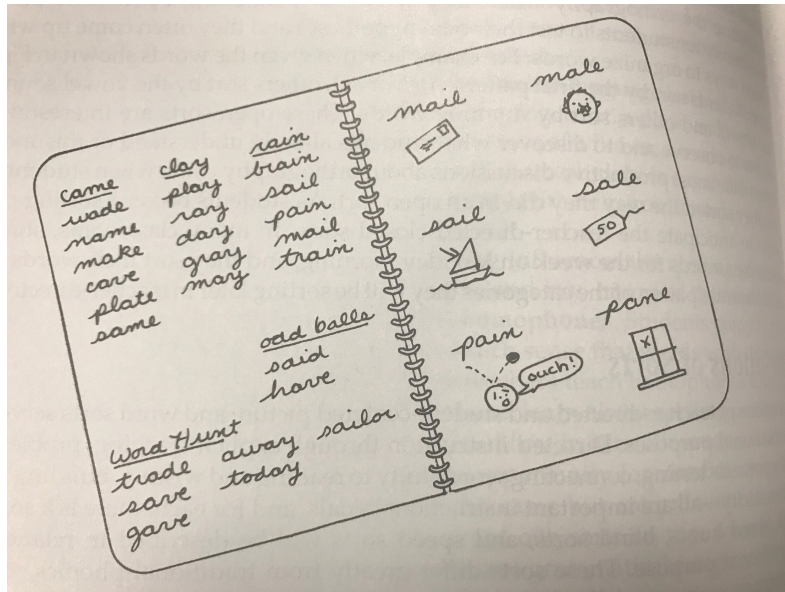
*No More Phonics and Spelling Worksheets*

#### Assessments

These standards can be assessed in context while listening in to students as they read and taking informal running records. These standards can also be assessed using word study activities, such as Blind Sorts and Writing Sorts.

**Blind Sort/Writing Sort:** Start by writing key words to label each category. The words are then written down in the appropriate categories. Students can be paired together for this. Partner 1 can call out the word while Partner 2 (and possibly Partner 3) decides the correct category and writes the word under that category. After writing, Partner 1 shows Partners 2-3 the spelling and allows the student to check their work. Another Option: The teacher can administer the

Blind Sort to students.



*Words Their Way*

**Spelling Tests/Quizzes:** Weekly or bi-weekly spelling quizzes can be administered to check students' understanding of a word pattern or high frequency words. When assessing spelling patterns that have been studied in word study, the teacher should select a few examples of words which follow the spelling patterns but are new to the students. This allows the teacher to see if students have applied the principle, rather than memorizing a list of words.

**Words Their Way Within Word Pattern Spellers Spell Check(s):**

Spell Check 1: Assessment for Short- and Long (CVC) - Vowel Patterns

Spell Check 2: Assessing the CVVC Long-Vowel Pattern for A, E, O and U

Spell Check 3: Assessment for Less Common Long-Vowel Patterns

**High Frequency Word Assessment**

<http://readingandwritingproject.org/resources/assessments/running-records>

Click the link and then scroll down to find assessments and Recording Forms.

**Resources**

- *No More Phonics and Spelling Worksheets* by Jennifer Palmer and Marcia Invernizzi
- *Phonics They Use* by Patricia Cunningham
- *The Reading Strategies Book* by Jennifer Seravallo
- *Words Their Way 6th Edition* by Donald Bear, et. al.
- High Frequency Words Description (Literacy Expectation Guide)
- High Frequency Word Lists for Grades K-3 (Literacy Expectation Guide)
- Teacher's College Reading and Writing Project  
<http://readingandwritingproject.org>
- *Words Their Way Within Word Pattern Spellers* by Marcia Invernizzi

<b>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</b>	
Indicator(s)	<p><b>1-RL.4.1, 1-RI.4.1</b> Read grade-level texts with purpose and understanding.</p> <p><b>1-RL.4.2, 1-RI.4.2</b> Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>1-RL.4.3, 1-RI.4.3</b> Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p>
Description	<p>When reading a text with purpose and understanding, the primary focus is always on meaning. After students complete a reading of a text, the teacher can always begin with “Talk about what happened in this story” and ask other questions about the meaning of the text, such as, “What did you think about what Little Bear did?” or “Did the school in the book remind you of our school?” After a quick conversation about the meaning of the text, the teacher might then move into a teaching point regarding accuracy or expression.</p> <p>When we think of fluency, we consider accuracy, phrasing, intonation and expression with which an individual speaks, writes, or reads a particular language. In first grade, the primary focus is on accuracy, rate and expression. In second grade, intonation and phrasing are introduced. Fluency doesn’t just naturally happen for all students. Direct instruction in fluency can lead to significant growth.</p>
Activities	<p><b>The following minilessons are found in <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>• 3.8 Think (While You Read the Words)</li> <li>• 5.1 Lean on the Pictures</li> <li>• 4.6 Punctuation at the End of a Sentence</li> <li>• 4.10 Inside Quotes and Outside Quotes</li> <li>• 4.11 Make Your Voice Match the Feeling</li> <li>• 4.16 Read Like a Storyteller</li> <li>• 4.21 Read It How the Author Tells You (Tags)</li> <li>• 3.1 Check the Picture for Help</li> </ul> <p>For readers in emergent texts, the following mini-lessons may also be helpful:</p> <ul style="list-style-type: none"> <li>• 1.15 Readers Explain Their Thinking</li> <li>• 1.16 What I See/What I Think</li> <li>• 1.7 Act It to Storytell It</li> <li>• 1.8 Express the Emotions</li> <li>• 1.9 Back Up, Revise</li> <li>• 1.13 Talk Like the Character</li> <li>• 1.4 Pictures as Stepping Stones</li> </ul> <p><b>Additional Strategies/Procedures for phrasing/expression/rate (if needed):</b></p> <ul style="list-style-type: none"> <li>• Slide a card underneath each line (for a page or 2 if you wish to</li> </ul>

	<p>discourage word-by-word reading)</p> <ul style="list-style-type: none"> <li>• Slide a card left-to-right over the text, forcing the child to speed up so he processes without breaking down</li> <li>• Have the child place his/her finger at the end of a line. Say, "Read along to your finger." or "Read it all smoothly."</li> </ul> <p><b>Performance Reading and/or Reader's Theater</b> Performance reading, or fluent oral reading, can be practiced when young students join in a repeated reading of a book with memorable phrases or sound effects and added gestures. Engage young readers by choosing a book with memorable repeated language or refrains that they can act out with gestures, sound effects, props, and voices. Have students listen to the read-aloud, and then model the use of gestures, sound effects, props, and voices. Students participate during the reading and repeated readings of the book and can act it out as they discuss it. Mini lessons on phonemic awareness, phonics, and word study can be embedded in performance reading.</p> <p>Reader's Theater is a form of performance reading that involves a script, and students take turns reading parts of the script. Reader's Theater is mainly about reading fluency. Without movement, costumes, or props, the readers have only one attribute to make the performance meaningful: their voices.</p> <p><b>Shared Reading</b> is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. It is through Shared Reading that the reading process and reading strategies that readers use are demonstrated. In Shared Reading, children participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers.</p> <p>Click here to see an example of Shared Reading in a Second Grade Classroom.  <a href="https://vimeo.com/202449944">https://vimeo.com/202449944</a></p>
Assessments	<ul style="list-style-type: none"> <li>• Informal Running Records</li> <li>• Conference Notes taken during Independent Reading</li> <li>• Fountas and Pinnell Six Dimensions of Fluency Rubric (more detailed)</li> <li>• Fountas and Pinnell Benchmark Assessment System Fluency Rubric (short)</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• <i>The Fluent Reader</i> by Timothy V. Rasinski</li> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>Literacy Lessons Designed for Individuals, Part Two</i> by Marie Clay</li> <li>• Reading Rockets Website</li> <li>• Fountas and Pinnell <i>Benchmark Assessment System</i></li> </ul>

<b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</b>	
Indicator(s)	<p><b>1-RL.5.1, 1-RI.5.1</b> Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p><b>1-RL.5.2, 1-RI.5.2</b> Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p>
Description	<p>Asking questions and creating a stance of inquiry and wonder is a natural place for students to go when exposed to texts. It is important for students to be able to ask and answer who, what, when, where, why, and how questions about a text read or heard. However, the essence of this standard lies in leading students to make inferences and draw conclusions.</p> <p>Inferring is the act or process of drawing a conclusion or making a prediction based on what one already knows either from prior knowledge, observations, or evidence found in the text. When making an inference, ideas and facts are implied or suggested rather than stated outright.</p> <p>Life is full of opportunities to look at the clues we are given and then to infer what the clue might mean. For example: If we see big black clouds outside, we can infer that it might rain.</p> <p>In the text, <i>Mrs. Wishy Washy</i> screamed, “Just look at you!” At this point in the story, students can ask themselves why would Mrs. Wishy Washy be screaming....she must be mad.</p>
Activities	<p>Interactive Read Aloud (click to see description): This a great instructional context to use for both of these indicators since the wording of the standard says heard or read. During Interactive Read Aloud, the teacher is able to model Think Aloud strategies and invite students to do the same.</p> <p>Explain to children that we draw conclusions about things and make inferences all the time. Draw a conclusion together and then talk about what clues were used to come to that conclusion. For example, Erin played outside today. How can we tell? Muddy shoes, jump rope on front porch, water bottle out. Dad seems tired tonight. How can we tell? He's rubbing his eyes, he's on the couch, he was yawning at the dinner table.</p> <p><b>Paper bag mystery person:</b> Put a few items into a brown paper bag. Tell your child the bag belongs to a certain type of person. Their job is to tell you</p>

something about the person. Then, take out each item one by one and talk about it.

- Example #1: goggles, a swim cap, a swim ribbon, a stop watch
- Example #2: a bookmark, a library card, a stuffed animal, a book

**Wordless Picture Books** provide your students with practice using clues to create meaning. There are no wrong stories with wordless picture books, only variations based on what the "reader" sees and puts together. *Rosie's Walk* (Hutchins), *Good Dog, Carl* (Day), and *Beaver Is Lost* (Cooper) are all interesting and fun wordless picture books to explore.

**Play Twenty Questions!** This familiar word game helps build inference skills. As your students develop skill with the game, encourage them to avoid asking direct questions like, "Is it a dog?" Rather, encourage them to ask broader questions such as, "Does it walk on four feet?" Then, when your students figure it out, ask them to tell you the clues that led to the right answer.

**Create Scenarios** in which your students must use what they already know to predict an outcome. For example, growing seeds. Present students with various scenarios (a seed will be given water and sunlight, a seed will get no water, a seed will be in a dark room). Ask your students to predict whether the seed will grow. Help your students become aware that they used information they knew about growing seeds, combined with new information, to fill in information about the seeds.

**Using a Two-Column Format for Inferring** Using a two-column format helps students organize their thinking as they practice inferring. They mark up the text, record their thinking as it evolves, and in the end come up with what they think the text is about.

FIGURE 8.6 Using a two-column format for inferring

Name Seth  
 Date \_\_\_\_\_  
 Inferring for meaning w/ poetry

I am a _____	→ dolphin
I swim in the sea, flipping and shining.	→ whale
Can you see me?	Shark
Now you do, and now you don't.	→ frog
Try and catch me - you won't, you won't!	→ flying fish
I jump in the air and feel so free, twisting and turning.	
Can you see me?	
Now you do, and now you don't.	
Try and catch me - you won't, you won't!	

By Georgia Heard

I'm inferring that it is a frog  
 because it jumps in the  
 air.

Reading with Meaning

Written Response to Text(s) Read

miss maggie

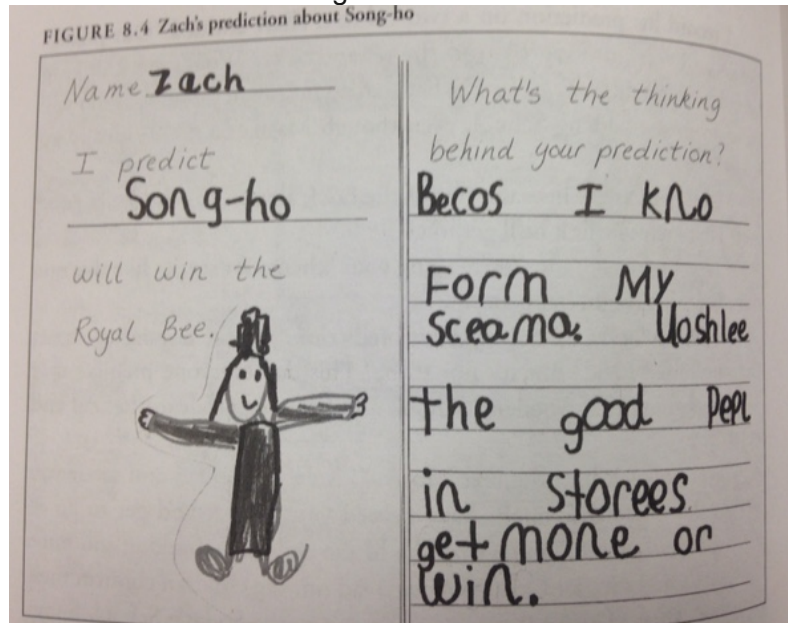
I think she was trying  
 to say always listen to your  
 heart. Because she said if  
 he listened to his head he would  
 be out of there in a flash.  
 But his feet wasn't listening  
 to his head. His feet was  
 listening to his heart.

Devon

Reading with Meaning

**Using a Two Column Note Form to Make Predictions**

During an Interactive Read Aloud, read through a portion of the text and stop at points that would lend themselves to students making predictions. Ask students to consider what they are thinking and make predictions about what will happen next. Using a Two Column Note Form allows students to make their predictions on one side and record their thinking on the other.



*Reading with Meaning by Debbie Miller*

**RAN (Reading and Analyzing Nonfiction) Chart for Primary Grades:** This strategy, developed by Tony Stead, is similar to a KWL chart. However, the word “think” allows students to make approximations. Sometimes students’ first ideas about a topic may be incorrect. This strategy is used with nonfiction texts or topics.

Ladybugs		
What do we think we know?	Yes, we were right ✓	New learning
Ladybugs are red.	✓	Ladybugs can be yellow, orange or red.
Ladybugs eat grass + leaves		white (winter)
Have wings fly	✓	Ladybugs hibernate They cuddle together Beetles
		Ladybugs can

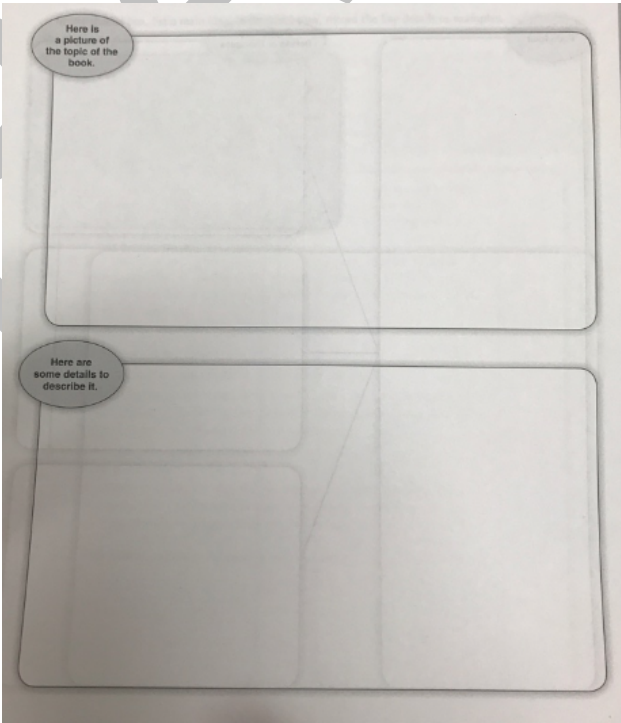
Assessments

Conduct a comprehension conversation with students using a text previously

	<p>read or heard. Ask questions that allow students to consider the guiding questions of Who? What? Where? When? Why? and How? to make inferences and draw conclusions. Guide students to consider some of the following:</p> <ul style="list-style-type: none"> <li>• Who were the characters in the story?</li> <li>• What was happening in the story?</li> <li>• Where and when was the story taking place? And how do you know?</li> <li>• How did the character feel at a certain point in the story?</li> </ul> <p>In addition, the Two Column Format for Inferring, Written Responses to Text(s) and the Two Column Note Form to Make Predictions could all be used for assessments as well.</p>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Interactive Read-Alouds K-1</i> by Linda Hoyt</li> <li>• <i>Reading with Meaning</i> by Debbie Miller</li> <li>• <i>Reality Checks</i> by Tony Stead</li> <li>• <a href="#">Reading Rockets Website</a></li> </ul> <p><b>Read Aloud Possibilities:</b></p> <ul style="list-style-type: none"> <li>• <i>Rosie's Walk</i> by Pat Hutchins</li> <li>• <i>Good Dog, Carl</i> by Alexandra Day</li> <li>• <i>Beaver is Lost</i> by Elisha Cooper</li> <li>• <i>Where the Wild Things Are</i> by Maurice Sendak</li> <li>• <i>Chicken Sunday</i> by Patricia Polacco</li> <li>• <i>Fly Away Home</i> by Eve Bunting</li> <li>• <i>Oliver Button is a Sissy</i> by Tomie dePaola</li> <li>• <i>The Royal Bee</i> by Frances Park and Ginger Park</li> <li>• <i>Something Beautiful</i> by Sharon Dennis Wyeth</li> </ul>

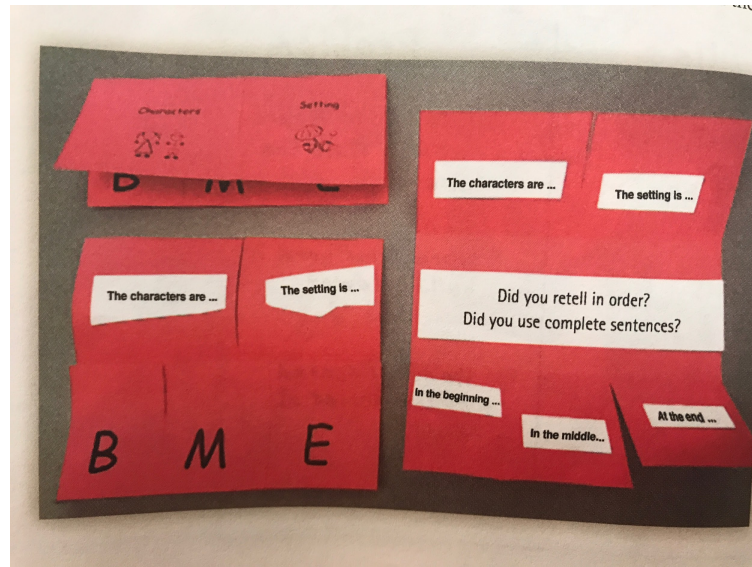
Standard 6: Summarize key details and ideas to support analysis of thematic development. (LITERARY)	
Indicator(s)	<b>1-RL.6.1</b> Describe the relationship between the illustrations and the characters, setting or events.
Description	Students need to know and understand the important role illustrations play in relationship to the text. Looking closely at the pictures to learn even more about the story helps students deepen their understanding of the text. Student should be encouraged to use the pictures to support their reading of the words. The pictures help students to think about what is happening, notice details, and get a better understanding of the author's message. Some pictures add detail to the story that a text does not. As students consider the setting of the story, it is important to remember the setting is both <i>when</i> and <i>where</i> the story takes place.
Activities	<p><b>Interactive Read Aloud:</b> During Interactive Read Alouds, pay close attention to the pictures and think about how they are connected to the elements of characters, setting or events. Use the following questions to guide your discussion: What does this illustration tell us about the characters? What does this illustration tell us about the setting? What does this illustration tell us about the important events?</p> <p><b>Big Books:</b> As you share Big Books, draw students' attention to reading the pictures as a helpful strategy. On repeated readings, allow students to describe the relationship between the illustrations and the characters, setting or events using the above noted questions.</p> <p><b>Wordless Books:</b> Use wordless books to emphasize pictures as tools for understanding. Use sticky notes to describe the relationship between the illustrations and the characters, setting or events.</p> <p><b>Other Activities:</b> These could be taught initially through a whole-class minilesson. During Independent Reading, students could practice applying these strategies in texts read on their own. In addition, all of these could be used to assess this indicator as well.</p> <ul style="list-style-type: none"> <li>• Students review all of the illustrations provided, choosing and describing three that provide helpful or telling images of the characters.</li> <li>• Students review all of the illustrations provided, choosing and describing three that provide good images of the setting.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students review all of the illustrations provided, choosing and describing three that show important events.</li> <li>• Students review all of the illustrations provided, choosing and describing three that show the problem and resolution.</li> </ul>
Assessments	<p>During Independent Reading, confer with students to see if they understand the role illustrations play in their comprehension and if they use pictures as a strategy. Check to see if students can describe how the illustrations are related to the characters, setting or events. Use the following questions to guide your discussion: What does this illustration tell us about the characters? What does this illustration tell us about the setting? What does this illustration tell us about the important events?</p> <ul style="list-style-type: none"> <li>• Choose an illustration. Using a half-sheet piece of paper, write three sentences that tell why the illustrator did a good job of portraying a character on this page. Use your writing to mark your chosen page in the book.</li> <li>• Choose an illustration. Using a half-sheet piece of paper, write three sentences that tell why the illustrator did a good job of portraying the setting on this page. Use your writing to mark your chosen page in the book.</li> <li>• Choose an illustration. Using a half-sheet piece of paper, write three sentences that tell why the illustrator did a good job of portraying the story problem or solution attempt on this page. Use your writing to mark your chosen page in the book.</li> </ul>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Interactive Read-Alouds, K-1</i> by Linda Hoyt</li> <li>• <i>The Reading Strategies Book</i> by Jennifer Seravallo</li> <li>• <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki</li> </ul> <p><b>Read Aloud Possibilities:</b></p> <ul style="list-style-type: none"> <li>• <i>The Art Lesson</i> by Tomie dePaola</li> <li>• <i>Farmer Duck</i> by Martin Waddell</li> <li>• <i>The Snowy Day</i> by Ezra Jack Keats</li> <li>• <i>Stellaluna</i> by Janell Cannon</li> <li>• <i>Dr. DeSoto</i> by William Steig</li> </ul>

<b>Standard 6: Summarize key details and ideas to support analysis of central ideas.</b> <b>(INFORMATIONAL)</b>	
Indicator(s)	<b>1-RI.6.1</b> Retell the central idea and identify key details to summarize a text heard, read, or viewed.
Description	<p>A central idea is defined as the central unifying element which ties together all other elements of the text; dominant impression. For students in first grade, this would mean what the text is mostly about. Texts may include books students have read independently, texts used in small group work, texts read aloud to the class, or even digital texts, such as short informational videos.</p>
Activities	<p>The following minilessons are from <i>The Reading Strategies Book</i>:</p> <ul style="list-style-type: none"> <li>• 8.2 Notice What Repeats (Finding Main Idea/Central Idea)</li> <li>• 9.6 Consistently Ask, “How Do I Know?”</li> </ul> <p><b>Possible Response Format:</b>          The text from the picture is:          “Here is a picture of the topic of the book.          Here are some details to describe it.”</p>  <p><i>The Common Core Lesson Book K-5</i></p> <p><b>Visual Summaries:</b> With teacher support, groups write the central topic in the</p>

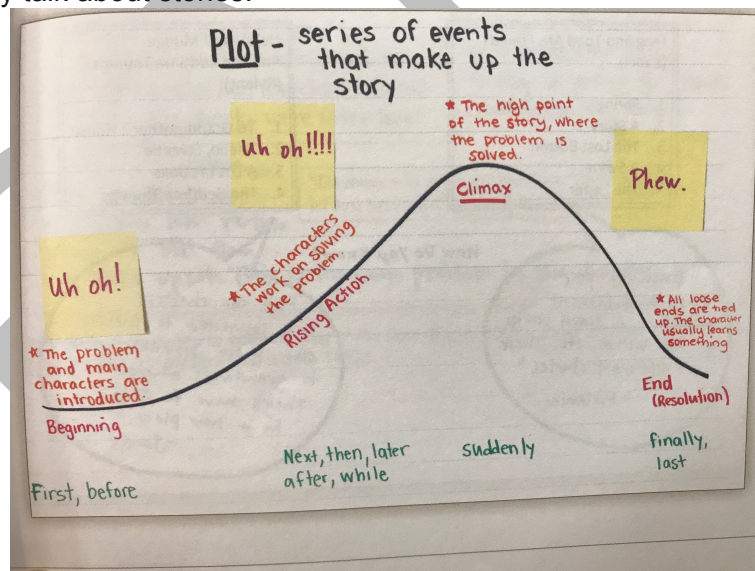
	center of a large piece of chart paper. Each student in the group then draws something the author taught or wrote about in relation to that topic.
Assessments	<p>This indicator can be assessed through Independent Reading Conferences or during Guided Reading book discussions. A sample rubric is included below.</p> <p>4- Student can retell the central idea from multi-paragraph texts and includes key details.</p> <p>3- Student can retell the central idea and includes key details to summarize a text heard, read, or viewed.</p> <p>2- Student can retell the central idea OR key details of a text heard, read, or viewed.</p> <p>1- Student gives very limited information, names an incorrect central idea, or an irrelevant detail.</p>
Resources	<ul style="list-style-type: none"> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki</li> </ul>

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities. (LITERARY)	
Indicator(s)	<p><b>1- RL.7.1</b> Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.</p> <p><b>1-RL.7.2</b> Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.</p>
Description	<p>Retelling is a skill used daily to recapture life experiences, and learning how to successfully retell lays the groundwork for summarizing in subsequent grades. The teacher should provide many daily experiences for students to retell, using the terms beginning, middle, and end. This could be done during Read Alouds, small group instruction, Independent Reading conferences, etc. Students' understanding of how to become stronger at retelling will grow as students become more comfortable in their use of these terms. Lucy Calkins will often remind students to "Remember, you can always add a pinch of you to say what you think about the book." As first graders, students will continue to grow as readers and writers. They will learn to use key details to determine the theme in a text heard or read as well as compare and contrast familiar texts in author genre studies.</p>
Activities	<p><b>The following minilessons can be found in <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>• 5.3 Summarizing What's Most Essential: This strategy can be used in both whole and small group settings. Because the wording of the indicator says "in a text heard or read," this strategy could be used with Read Alouds that are above students' independent reading levels.</li> </ul>



*The Reading Strategies Book*

- Lesson 5.4 Uh Oh...Phew: This strategy can also be used in both whole and small group settings. The teacher may need to support students as they talk about stories.



*The Reading Strategies Book*

- Lesson 7.2 The Difference Between Plot and Theme: Plot is what happens in a story, and theme represents the bigger ideas of the story. Plot is made up of events you can track. Themes are rarely stated and must be inferred.

#### **Dramatic Play Center:**

Place props or pictures from stories read aloud, and have the students retell the stories through dramatic play. The teacher may need to do a mini-lesson to show students the expectations of the center. The teacher could also design a

child-friendly checklist to remind students of the expectations. (Note: This could also be used as an assessment. See notes in the Assessment section.)





### Semantic Features Analysis Class Chart

This type of chart (see example below) can be used to compare and contrast several stories over time. This can be used before, during, and after whole-class Read Alouds OR in small groups to notice similarities and differences of different stories. This chart does not always have to be used with books by the same author; however, in 1st grade, students are expected to compare texts from author and genre studies. In the beginning of the year, the teacher may just mark the boxes with a Check or an X to show the elements that each story contains. However, as the year goes on, the teacher could transition to actually recording examples in the boxes. (See samples below.) Before beginning a new Read Aloud, the teacher might say, "Lots of our stories have had nonsense words, rhyme, make-believe, and colorful illustrations. Let's make sure we read closely to see if this new book has some of those same things." During or after reading, the teacher might say, "Turn and talk with your partner. What have you noticed so far?"

Stories We have Read by Dr. Seuss	Nonsense Words	Rhymes	Make-Believe	Colorful Illustrations
The Cat in the Hat				
Horton Hears a Who				
There's a Wocket in my Pocket				

Stories We have Read by Dr. Seuss	Nonsense Words	Rhymes	Make-Believe	Colorful Illustrations
The Cat in the Hat		X	X	X
Horton Hears a Who		X	X	X
There's a Wocket in my Pocket	X	X	X	X

Stories We have Read by Dr. Seuss	Nonsense Words	Rhymes	Make-Believe	Colorful Illustrations
The Cat in the Hat		play/day	X	Sort-of- mostly red, white and blue
Horton Hears a Who		X	X	X
There's a Wocket in my Pocket	Zair	Zair/Stair Nink/Sink	X	

**Theme Boards:** Each time the class reads a book aloud together, consider adding a “theme” to the board. This Theme Board will serve as a collection of themes that can be referred to again and again. Working with such a list can help students understand what a theme is, to begin to identify themes on their own, and compare themes across books.

### Assessments

- Have students use their book boxes/bags from Independent Reading to locate a text read previously. The student will identify the beginning, middle and end of the book using sticky notes.
- Students can compare and contrast familiar texts by sorting them into various groups and explaining the reason(s) they sorted the books the way they did.
- Place props or pictures from stories read aloud, and have the students retell the stories through dramatic play. A checklist or an anecdotal record sheet can be used to observe the student's retelling.
- Students should be able to discuss and write and/or draw pictures to demonstrate mastery of retelling. Students can also draw events from the beginning, middle, and ending of texts.
- During an Independent Reading Conference, ask students to retell a

	<p>story that was previously read or heard. Use a rubric to determine the level of understanding. See sample rubric below:</p> <p>4- Exceeding: Retells a text including major events and key details from the story; and identifies a possible theme in the text</p> <p>3- Meeting: Retells a familiar text including beginning, middle and end and uses key details to determine a possible theme</p> <p>2- Developing: Retells part of a familiar text including beginning, middle and/or end and may or may not be able to suggest a possible theme</p> <p>1- Beginning: With guidance and support, retells a familiar text; identifies beginning, middle and end and may or may not be able to suggest a possible theme</p> <ul style="list-style-type: none"> <li>As students are assessed through their retelling, the teacher should listen and/or observe for the use of vocabulary/language from the story and use of the story's structure to guide their retelling.</li> <li>Choose a different, familiar book and ask students to identify the theme of the text.</li> </ul>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li><i>The Common Core Lesson Book K-5</i> by Gretchen Owocki</li> <li><i>The Reading Strategies Book</i> by Jennifer Serravallo</li> </ul> <p><b>Read Aloud Possibilities:</b></p> <ul style="list-style-type: none"> <li><i>A Bad Case of Stripes</i> by David Shannon</li> <li><i>Thank You, Mr. Falker</i> by Patricia Polacco</li> <li><i>Chrysanthemum</i> by Kevin Henkes</li> <li><i>The Recess Queen</i> by Alexia O'Neill</li> <li><i>The Paperbag Princess</i> by Robert Munsch</li> <li><i>A Chair for My Mother</i> by Vera B. Williams</li> <li><i>Aesop's Fables</i></li> <li><i>Big Al</i> by Andrew Clements</li> </ul>

<b>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. (INFORMATIONAL)</b>	
Indicator(s)	<b>1-RI.7.1</b> Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.
Description	This indicator requires gathering text sets focused on one topic or written by the same author. It is important to choose texts that are based on students' interests, curriculum and/or current events.
Activities	Note: See descriptions provided within the Assessments section below. All of the suggestions noted there can be used as either Activities or Assessments.
Assessments	<ul style="list-style-type: none"> <li>• Copy and laminate several illustrations from texts you have been reading on a key topic and encourage students to sort them in various ways. For example, if you have read two books about gorillas, they may sort by the type of activity the gorillas are engaged in (eating, playing, resting, caring for young). Students discuss the similarities and differences between the texts.</li> <li>• Place two books focused on the same topic in a center (or display the books in a central area of the classroom) and ask each student to draw and/or write about something similar that each author taught. For example, if the topic is gorillas, both books might show that gorillas play or that the babies stay with their mothers for a long time. Students work in proximity to one another as a way to discuss similarities among books.</li> <li>• Give students ten to twelve books focused on two different topics and ask them to sort the books into appropriate piles based on their content. Students must tell what the books in each pile have in common and what is different. They may be asked to write or draw as an extension.</li> <li>• During an Independent Reading Conference, have a comprehension conversation with students. Prompts might include: <ul style="list-style-type: none"> <li>○ What information did we find in both books?</li> <li>○ In just one book?</li> <li>○ How was the information presented similar?</li> <li>○ And how was it different?</li> </ul> </li> </ul>
Resources	<ul style="list-style-type: none"> <li>• <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki</li> </ul>

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. (LITERARY)**

Indicator(s)	<p><b>1-RL.8.1</b> Read or listen closely to:</p> <ul style="list-style-type: none"> <li>• a. describe characters' actions and feelings;</li> <li>• b. compare and contrast characters' experiences to those of the reader;</li> <li>• c. describe setting;</li> <li>• d. identify the plot including problem and solution; and</li> <li>• e. describe cause and effect relationships.</li> </ul>
Description	<p>It is important to give careful consideration to the manner in which we talk about texts with students. In doing so, we are preparing them to think Within, Beyond and About the Text.</p> <p>In first grade, characters' feelings are added to the way students are expected to describe characters. In books read by most first graders, the characters tend to be simple, with feelings that are illustrated and sometimes even stated in the text. Students should be able to determine from the pictures and/or words that a character is "sad" or "likes to play soccer." As texts become more complex, the characters' feelings may change throughout the story, but the general character traits are likely to stay the same.</p> <p>In Kindergarten, students were expected to compare characters' experiences to those of the reader. In first grade, students are expected to contrast experiences as well. Making connections is an effective strategy as long as it helps students understand the story better. At times, students make connections that derail thinking and impact comprehension in a negative way.</p> <p>When teaching setting, it is important to remember setting includes both <i>where</i> and <i>when</i> the story takes place. Explain to students that we need to visualize the settings in our head in order to understand a story more completely.</p> <p>In addition, first grade students are expected to identify the plot as well as describe cause and effect relationships. These are new concepts at this level.</p>
Activities	<p>A.</p> <p><b>The following minilessons are found in <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>• 5.15 Where Am I?</li> <li>• 6.1: How's the Character Feeling?</li> <li>• 6.2: What's in the Bubble?</li> <li>• 6.3: Put on the Character's Face</li> <li>• 6.4 Feelings Change</li> <li>• 6.6 Back Up Ideas About Characters with Evidence</li> <li>• 6.7: Role Playing Characters to Understand Them Better             <ul style="list-style-type: none"> <li>○ *Note: This could also be made into a center. See the author</li> </ul> </li> </ul>

	<p>websites listed under “Resources” for printables that can be used to create these resources.</p> <ul style="list-style-type: none"> <li>• 6.11 Character Comparisons</li> <li>• 6.12 Empathize to Understand</li> </ul> <p>B.</p> <ul style="list-style-type: none"> <li>• After reading texts either in whole or small groups, the teacher can engage students in discussions that help them compare and contrast their own experiences to those the character(s) had in the book. Students can also draw or write to compare and contrast characters’ experiences to their own. (This could be done in a center or small-group setting.)</li> <li>• Read a text such as <i>No David!</i> by David Shannon.</li> <li>• Many students will be able to relate to David as they may have had similar experiences with being repeatedly called down and will be able to quickly relate to how David felt at the end of the story.</li> </ul> <p>C.</p> <ul style="list-style-type: none"> <li>• During Interactive/Shared Writing, plan to craft descriptions of settings from real experiences they have shared such as field trips; the lunchroom; the playground; etc. *Note: This is not the essence of the standard. However, it would give students experience in working with familiar settings before thinking more deeply about settings that take place in stories.</li> <li>• After reading texts in whole or small groups, the teacher can engage students in discussion(s) about the setting in books read.</li> <li>• During or after reading, students can flag pages that show the setting of the story.</li> <li>• After reading a text, students can create a drawing to represent the setting in the story.</li> </ul> <p>D.</p> <ul style="list-style-type: none"> <li>• After reading texts in whole or small groups, the teacher can facilitate a discussion about how many authors write stories that are focused on a problem and how a character may solve the problem.</li> <li>• Lesson 7.2 The Difference Between Plot and Theme (<i>The Reading Strategies Book</i>)</li> <li>• *Be sure to use the terms “problem” and “solution” throughout the learning day, applying the terms to daily challenges you and the children face. In doing so, this will become a natural way for students to deepen their understanding(s) of problem/solution.</li> </ul> <p>E.</p> <ul style="list-style-type: none"> <li>• Help the students notice cause and effect relationships in daily living.</li> <li>• For example: It’s raining outside today. That will cause me to wear my rain boots and carry an umbrella. The effect of the rainy weather is I am wearing rain boots and carrying an umbrella.</li> <li>• During Read Aloud, Shared Reading, and Guided Reading, be on the lookout for cause and effect relationships to point out to the students.</li> </ul>
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Assessments	<p>This indicator is one that can and should be assessed during Independent Reading conferences. The Fountas and Pinnell Assessment is administered in a conversational way, so it makes sense for our informal assessments to be consistent with the F and P Benchmark Assessment. The teacher might decide to assess this over the course of a week during Independent Reading conferences. The teacher can sit next to the child and begin with a prompt such as, "Talk about what happened in the story." The teacher might prompt as needed. Some additional prompts might include:</p> <ul style="list-style-type: none"> <li>• Tell me about some of the characters and their actions/feelings.</li> <li>• How are your experiences like ____'s experiences? Or different?</li> <li>• Tell me about the setting of the story. (If students ask for support with the word "setting," you might say, "Tell me about when and where the story happened." However, use the word "setting" first.)</li> <li>• What was the problem in the story? How was it solved?</li> <li>• What caused the problem? What caused ____ to happen?</li> </ul> <p>Students may draw pictures and/or write words to tell about the characters, setting, problem and solution, and cause and effect relationships in texts read or heard.</p>
Resources	<p><b>Author Websites:</b>  <a href="http://www.janbrett.com/index.html">http://www.janbrett.com/index.html</a>  <a href="http://www.kevinhenkes.com/">http://www.kevinhenkes.com/</a>  <a href="http://patriciapolacco.com/">http://patriciapolacco.com/</a></p> <p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>Interactive Read Alouds</i> by Linda Hoyt</li> <li>• Fountas and Pinnell <i>Benchmark Assessment System</i></li> </ul>

<b>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. (INFORMATIONAL)</b>	
Indicator(s)	<p><b>1-RI.8.1</b> Identify words, phrases, illustrations, and photographs used to provide information.</p> <p><b>1-RI.8.2</b> Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p>
Description	<p>Today’s children are bombarded with an overwhelming amount of information. If they are going to become independent readers, they need strategies for accessing, organizing and understanding the information provided in texts read. When we consider text features and the important role they play in a text, it is so much more than simply knowing what the text features are. It is important for students to be able to name how these features support and assist with understanding the meaning of the text. Each of these features were introduced “With guidance and support” in Kindergarten. However, in second grade, all of the features expected will be “new” and introduced for the first time.</p>
Activities	<p><b>The following minilessons are from <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>• 10.2 Cover Up and Zoom In</li> <li>• 10.4 Caption It!</li> <li>• 10.5 Get More From Pictures</li> <li>• 10.6 Labels Teach</li> <li>• 10.7 Bold Words Signal Importance</li> <li>• 10.10 Why a Visual?</li> <li>• 10.14 Hop In and Out Using the Table of Contents</li> </ul> <p><b>Browsing Bins:</b> Gather a bin of feature-rich books. Allow students time to browse and notice text features. This may be done during Independent Reading or it could be a center.</p>
Assessments	<p><b>Sample Prompts to Support Teacher-Led Modeling and Discussion of Text: Exploring Informational Texts</b> (Could be used during Guided Reading or Independent Reading Conferences)</p> <ul style="list-style-type: none"> <li>• Let’s look at the information provided by the front cover. What does the cover tell us?</li> <li>• Let’s look at the title page. Talk about what is here.</li> <li>• Let’s look at the back cover. Sometimes, extra information is provided here.</li> <li>• Let’s look inside. Look at where the the author put the writing. How does this help us? What looks like writing you’ve seen before? What parts are different?</li> </ul>

	<ul style="list-style-type: none"><li>• The teacher can also include opportunities to explore other book parts, such as Table of Contents, Glossary, etc.</li></ul>
Resources	<ul style="list-style-type: none"><li>• <i>Reading &amp; Writing Informational Text in the Primary Grades</i> by Nell Duke and V. Susan Bennett- Armistead</li><li>• <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki</li><li>• <i>The Reading Strategies Book</i> by Jennifer Seravallo</li></ul>

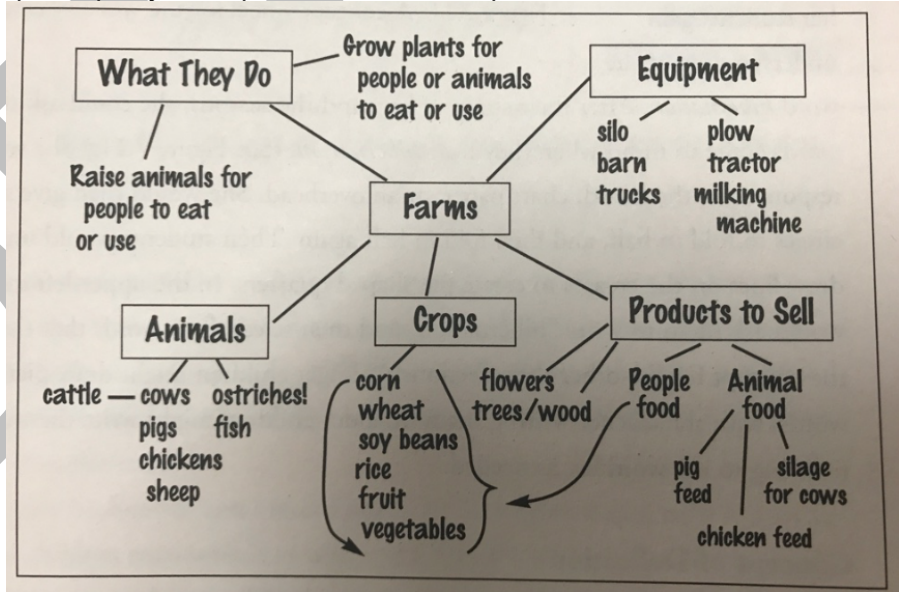
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Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. (LITERARY)	
Indicator(s)	<p><b>1- RL.9.1</b> Identify the literary devices of rhythm, repetitive language and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.</p> <p><b>1-RL.9.2</b> Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>
Description	<p>Lester Laminack says, “Writers are like composers. Writers put words on paper just like composers put notes on a page.” This is such a great comparison. It reminds us that the author’s words are carefully considered, chosen and crafted to communicate the message intended. Many writers use words and phrases in such a way that it makes us laugh out loud or bring tears to our eyes. Writers do this in a meaningful way to add humor, interest, emotion, enjoyment and just plain fun! Many of these devices were introduced “With guidance and support” in Kindergarten. However, the devices of rhythm and simile are introduced for the first time in first grade. In second grade, students will be introduced to metaphor for the first time.</p>
Activities	<p><b>Songs and Poems</b> are great supports for rhythm, repetition and rhyming activities. These can be done in large or small groups, and they can also be incorporated into center time. One idea for a center might be to gather texts which have examples of rhyme, onomatopoeia, or alliteration. These texts may be chart-sized poems that have been used during whole class activities, so they are familiar to students. As students read texts, they can mark examples they find using post-its or colored flags.</p> <p><b>Interactive Read Alouds</b> Before, during, and after Read Alouds, engage students in discussions about author and illustrator craft moves and the impact on the reader and the text. These discussions can also be held during Guided Reading and during Independent Reading Conferences. For example: <i>Saturdays and Teacakes</i> by Lester Laminack is full of rich examples of similes embedded in a story that accounts the beloved memories he has of being with his Mawmaw at her house.</p> <p><b>Author Studies/Illustrator Studies:</b> As noted in Standard 7, students in first grade are expected to read in author studies. During those studies, careful consideration could be given to how the author/illustrator uses words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p> <p><b>Center Suggestion: Author/Illustrator Studio</b> Display books that students have studied or read before. Provide supplies in the center for students to create texts in the style of the author/illustrator. (Suggestions: Dr. Seuss, Eric Carle, Pete the Cat, etc.)</p>

Assessments	<ul style="list-style-type: none"> <li>• At the end of small group instruction, spend 30-45 seconds “playing with” literary devices and sound devices to assess who can and who can’t identify when the author uses each.</li> <li>• During Independent Reading, confer with individual students to determine their ability to identify and explain how the author uses each of the following: rhythm, repetition, simile, rhyme, onomatopoeia and alliteration.</li> </ul>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Interactive Read-Alouds, K-1</i> by Linda Hoyt</li> <li>• <i>Learning Under the Influence of Language and Literature</i> by Lester L. Laminack and Reba M. Wadsworth</li> <li>• <i>Climb Inside a Poem</i> by Georgia Heard and Lester Laminack</li> <li>• <i>Reading and Writing Poetry across the year</i> by Georgia Heard and Lester Laminack</li> </ul> <p><b>Read Aloud Possibilities:</b></p> <ul style="list-style-type: none"> <li>• <i>Saturdays and Teacakes</i> by Lester Laminack</li> </ul> <p><b>Alliteration:</b></p> <ul style="list-style-type: none"> <li>• <i>Animalia</i> by Grahame Base</li> <li>• <i>Chicken Little</i> by Steven Kellogg</li> </ul> <p><b>Onomatopoeia:</b></p> <ul style="list-style-type: none"> <li>• <i>Farmer Duck</i> by Martin Waddell</li> <li>• <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin</li> <li>• <i>Kitten’s First Full Moon</i> by Kevin Henkes</li> </ul> <p><b>Repetition:</b></p> <ul style="list-style-type: none"> <li>• <i>I Went Walking</i> by Sue Williams</li> <li>• <i>If You Give A Mouse a Cookie</i> by Laura Numeroff</li> <li>• <i>The Very Hungry Caterpillar</i> by Eric Carle</li> </ul> <p><b>Rhyme:</b></p> <ul style="list-style-type: none"> <li>• <i>Brown Bear, Brown Bear What Do You See?</i> by Bill Martin, Jr.</li> <li>• <i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. and John Archambault</li> <li>• Dr. Seuss books</li> <li>• Poetry Collections</li> </ul> <p><b>Simile:</b></p> <ul style="list-style-type: none"> <li>• <i>Scarecrow</i> by Cynthia Rylant</li> <li>• <i>In November</i> by Cynthia Rylant</li> <li>• <i>The Barn Owls</i> by Tony Johnston</li> </ul>

**Standard 10 (LITERARY) / STANDARD 9 (INFORMATIONAL): Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

Indicator(s)	<p><b>1-RL.10.1, 1-RI.9.1</b> Ask and answer questions about known and unknown words.</p> <p><b>1-RL.10.2, 1-RI.9.2</b> Identify new meanings for familiar words and apply them accurately.</p> <p><b>1-RL.10.3, 1-RI.9.3</b> Use inflectional endings and affixes to determine the meaning of unknown words.</p> <p><b>1-RL.10.4</b> Identify the individual words used to form a compound word.</p> <p><b>1-RL.10.5, 1-RI.9.4</b> Use print and multimedia resources to explore word relationships and nuances in word meanings.</p> <p><b>1-RL.10.6, 1-RI.9.5</b> Use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>
Description	<p>The essence of this standard addresses the fact that a reader's ability to understand the words, phrases and jargon used in a text is directly linked to their level of comprehension.</p> <p>Each of these indicators were introduced in Kindergarten "With guidance and support." In first grade, the expectation is for students to demonstrate independence.</p> <p>Encourage students to recognize when they encounter known and unknown words in texts read or heard. Teach students to ask questions when they encounter new words.</p> <p>As students identify new meanings for familiar words, they are developing a beginning understanding of multiple meaning words. For example: A <i>duck</i> is a bird, but you must also <i>duck</i> your head before crawling into the tunnel.</p> <p>As students continue to develop a range of strategies, it is important for them to know and understand how an ending or affix can change the meaning of a word. For example: play/plays/played/playing; happy/unhappy</p> <p>There are many compound words in the English language. Most students are able to quickly catch on and figure out how to decode compound words. By 2nd grade, students will be expected to use the meanings of individual words to</p>

	<p>predict the meaning of compound words.</p> <p>Students can use resources such as personal dictionaries, Alphaboxes, picture dictionaries, and simple online resources to explore word relationships and nuances in word meanings. Language is full of nuances. As a result, it makes our conversations and the texts we read much more interesting. For example: screamed vs. said; waddled vs. walked</p> <p>As students learn and apply a range of strategies for figuring out the meanings of words, their understanding of the text being read will be enhanced.</p>
Activities	<p><b>Shades of Meaning</b> Present students with several words that are similar but have varying degrees. Assign one word to several different individual students. Have the students line up in order to indicate the meaning of each word as it relates or compares to the other words. The words may be ordered by considering the relative size such as big, huge, gigantic. Another engagement might allow students to explore the strength or intensity of the words such as cool, chilly, cold, frigid.</p> <p><b>Semantic Word Maps</b> encourage students to make connections by grouping words into categories. Begin by generating a list of words related to the topic of study. Have students work together to sort the words and place them in categories. Initially, the teacher may want to provide the categories. However, over time, students should be able to generate these on their own. Each group could share and explain their map with the class. *Note: The process of creating the map is equally as important as the final product.</p>  <p>The diagram is a semantic word map centered on the word "Farms". It branches out into several categories, each with a box and a list of related items:</p> <ul style="list-style-type: none"> <li><b>What They Do</b>: Grow plants for people or animals to eat or use; Raise animals for people to eat or use.</li> <li><b>Equipment</b>: silo, barn, trucks, plow, tractor, milking machine.</li> <li><b>Animals</b>: cattle, cows, ostriches, pigs, fish, chickens, sheep.</li> <li><b>Crops</b>: corn, wheat, soy beans, rice, fruit, vegetables.</li> <li><b>Products to Sell</b>: flowers, trees/wood, People food, Animal food (which further branches into pig feed, chicken feed, and silage for cows).</li> </ul> <p><i>Reading &amp; Writing Informational Text in the Primary Grades</i></p> <p><b>Idea Completions</b> give students the opportunity to put newly acquired words into context. Provide children with sentence stems that allow them to do so.</p> <ul style="list-style-type: none"> <li>Examples:       <ul style="list-style-type: none"> <li>Jimmy said that his new toy was <u>exactly</u> what he wanted</li> </ul> </li> </ul>

because...

- Army ants destroy everything in their path when....

### Alphaboxes

Alphaboxes can be used before, during, and after studying a topic or idea. The teacher teaches the students to generate words that relate to the topic and add them to the Alphabox chart. Alphabox charts can be done as a class and displayed on the wall or they can be placed in students' personal resources. During discussions and writing, the teacher should encourage students to use the words and phrases from the Alphabox chart so that students gain experience in using new vocabulary.



The following minilessons can be found in *The Reading Strategies Book*:

- 11.1 Retire Overworked Words
- 11.2 Say It Out Loud
- 11.3 Insert a Synonym
- 11.4 Categorize Context with Connectors
- 11.5 Multiple Meaning Words
- 11.6 Look to Text Features
- 11.7 Picture It

### Assessments

Standards 1-RL.10.3, 1-RI.9.3 and 1-RL.10.4 can be assessed using *Words Their Way* resources. [www.tinyurl.com/words101stuff](http://www.tinyurl.com/words101stuff)

*Words Their Way Word Sorts for Within Word Pattern Spellers*  
Unit IX: Inflectional Endings for Plural and Past Tense

- Sort 45 - Plural Endings s and es

	<ul style="list-style-type: none"> <li>Sort 46 - Three Sounds of the Past Tense <i>ed</i></li> <li>Spell Check 12 - Base Word + Inflection: Plural and Past Tense Endings</li> </ul> <p><i>Words Their Way Word Sorts for Syllables and Affixes Spellers</i></p> <p>Unit I: Inflected Endings (-ing, -ed, -s, -es)</p> <ul style="list-style-type: none"> <li>Sort 2 - Adding -ing to Words with VC and VCC Patterns</li> <li>Sort 3- Adding -ing to Words with VCe and VVC Patterns</li> <li>Sort 4 - Review of Double, e-Drop, and Nothing</li> <li>Sort 5 - Adding -ed to Words</li> <li>Sort 7 - Plural Endings: Adding -es</li> <li>Sort 9 - y + Inflected Endings</li> <li>Spell Check 1 - Assessment for Inflected Endings</li> <li>Transfer Test for Sorts 1-9</li> </ul> <p>Unit II: Compound Words</p> <ul style="list-style-type: none"> <li>Sort 10 - Compound Words</li> <li>Sort 11 - More Compound Words</li> </ul> <p>Unit VII: Affixes</p> <ul style="list-style-type: none"> <li>Sort 46 - Prefixes (<i>re-</i>, <i>un-</i>)</li> </ul> <p>Types of Sorts and Other Activities:</p> <ul style="list-style-type: none"> <li>Teacher-Directed Closed Sorts (Teachers define the categories and model sorting with a set of words)</li> <li>Speed Sorts/Buddy Sorts (Practice sorts-- done AFTER the teacher-directed sorts)</li> <li>Open Sorts (Students define the category and sort words in new ways-- Guess My Category)</li> <li>Blind Sorts</li> <li>Word Hunts</li> <li>Games (See <i>Words Their Way</i> resources for many game ideas)</li> </ul>
Resources	<ul style="list-style-type: none"> <li><i>No More "Look Up the List" Vocabulary Instruction</i> by Charlene Cobb, et. al</li> <li><i>Reading &amp; Writing Informational Text in the Primary Grades</i> by Nell Duke and V. Susan Bennett-Armistead</li> <li><i>The Reading Strategies Book</i> by Jennifer Seravallo</li> <li><i>Words Their Way</i> by Donald Bear, et.al.</li> <li><i>Words Their Way Word Sorts for Within Word Pattern Spellers</i> by Francine Johnston, et.al</li> <li><i>Words Their Way Word Sorts for Syllables and Affixes Spellers</i> by Marcia Invernizzi, et.al.</li> </ul>

<p><b>Standard 11 (LITERARY): Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</b></p> <p><b>Standard 10 (INFORMATIONAL): Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style</b></p>	
Indicator(s)	<p><b>1-RL.11.1, 1-RI.10.1</b> Identify the author’s purpose - to explain, entertain, inform, or convince.</p> <p><b>1-RL.11.2</b> Distinguish who is telling the story at various points in a text, the narrator or characters.*</p> <p>*This indicator applies to Literary texts ONLY.</p>
Description	<p>The essence of this standard is getting children to think about the intentionality of the author. Authors write texts for different purposes, and students will be expected to identify what those purposes are. In first grade, students simply have to identify the author’s purpose. In second grade, students will need to be able to analyze the author’s purpose as well. The second indicator, 1-RL.11.2, is getting the children to begin thinking about perspective. Students should be able to identify who is telling the story-- the narrator or characters. The teacher should use these terms, narrator and characters, so that children will also use these terms when they talk about texts.</p> <p>It is not necessary to require students to know or use terms such as first person, third person, etc. at this level. This is not introduced until third grade.</p>
Activities	<p><b>Author Studies/Illustrator Studies:</b> Students in first grade are expected to read in author studies. During those studies, careful consideration could be given to what purpose the author has for writing a particular text.</p> <p>During Read Alouds, Shared Reading, and Independent Reading, engage students in discussion by asking, “Who is telling the story - the narrator? Or characters?”</p> <p><b>Book Sorting:</b> Gather a bin of 4-5 familiar books for each group. Some of the books should be narrated by the author and some should be narrated by a character. Allow students to sort the books to make two piles: stories narrated by the author and stories narrated by a character. Then students can read through the books and write down sentences from each that show the point of view of the narrator. Students can practice reading the sentences aloud in the voices of the characters.</p>

Assessments	Like some of the other reading indicators, these are best assessed in a conference setting. This is consistent with the way the Fountas and Pinnell Benchmark Assessment is administered.
Resources	<ul style="list-style-type: none"><li>• <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki</li><li>• Fountas and Pinnell <i>Benchmark Assessment System</i></li></ul>

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<b>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. (INFORMATIONAL)</b>	
Indicator(s)	<p><b>1-RI.11.1</b> Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.</p> <p><b>1-RI.11.2</b> Identify the reasons an author gives to support a position.</p>
Description	<p>Text structure refers to the overall way the author has organized the information. Informational text structures include: Categorical; Description; Sequence (Chronological); Problem and Solution; Question and Answer; Cause and Effect and Compare/Contrast. Some readers find it difficult to recognize the structure being used within the text. As a result, reading the text becomes a challenge. For those students who immediately notice how the text is organized, the structure guides their reading and supports understanding.</p> <p>In first grade, students need to be able to specifically identify the text structures of Sequence and Compare/Contrast. In second grade, the Cause and Effect Structure is added.</p>
Activities	<p><b>Sample Prompt to Support Discussion of Text:</b> The author pointed out _____. What reason does the author give to support that?</p> <p><b>Sample Prompt to Support Teacher-Led Modeling and Discussion of Text: Identify Reasons Authors Use to Support Points</b> Could be used during Interactive Read Alouds, Guided Reading, etc.</p> <ul style="list-style-type: none"> <li>• The author pointed out that _____. What reasons does the author give to support that?</li> </ul>

	<p>Figure RIT 8.2</p> <p><b>Key Point and Evidence</b></p> <p>Name: _____ Date: _____</p> <p>Title: _____</p> <p><b>Key Point</b></p> <p><b>Evidence</b></p> <p><i>The Common Core Lesson Book K-5</i></p> <p><b>Immersion Center:</b> One way to give students an opportunity to explore a wide variety of informational texts with different structures would be to create a station within the classroom where students can immerse themselves in a topic. For example, during an animal study, the teacher may decide to have a class inquiry into lions. The teacher may gather lots of books and magazines with information about lions for students to read and explore during center time.</p>
Assessments	<p>Both indicators can be assessed during Independent Reading Conferences. Sample rubrics are included below.</p> <p><b>1-RI.11.1</b></p> <p>4- Exceeding-The student is able to identify text structures beyond sequential order and compare and contrast - such as cause and effect.</p> <p>3- Meeting- The student is able to identify the text structures of sequential order and compare and contrast when read in informational texts.</p> <p>2- Developing- With support, the student is able to identify some aspects of the text structures, either characteristics of sequential order or compare and contrast.</p> <p>1- Beginning- The student is unable to identify aspects of text structure, even</p>

	<p>with guidance and support.</p> <p><b>1-RI.11.2</b></p> <p>4- Exceeding- The student can identify the text structures an author uses to support specific points.</p> <p>3- Meeting- The student can name the author's position and some of the reasons he uses to support his position.</p> <p>2- Developing- With prompting, the student can name either the author's position or some of the reasons the author gives to support his position.</p> <p>1- Beginning- Even with prompting, the student is unable to name the author's position.</p>
Resources	<ul style="list-style-type: none"> <li>• <i>Genre Study Teaching with Fiction and Nonfiction Books</i> by Irene C. Fountas and Gay Su Pinnell</li> <li>• <i>The Common Core Lesson Book, K-5</i> by Gretchen Owocki</li> <li>• For text suggestions by topic, see Reading Rockets website. <a href="http://www.readingrockets.org/">http://www.readingrockets.org/</a></li> </ul>

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. (LITERARY)**

Indicator(s)

**1-RL.12.1** Classify literary texts according to characteristics of a genre.

**1-RL.12.2** Recognize how the author uses crafted text structures of recurring phrases and dialogue.

Description

By the end of second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: historical fiction\*, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy\*\*. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.

Students should begin to notice craft moves that authors make, particularly the use of recurring phrases and dialogue. After reading texts with recurring phrases and/or dialogue, talk about why the author made the choice to do so.

\*Not suggested for K-1

\*Animal Fantasy is suggested for K-1

Activities

A deep understanding of the characteristics of each genre can grow out of Interactive Read Aloud. Start with broad understandings of the difference between fiction and nonfiction. Create an anchor chart after reading several titles. Once students have a global understanding, you can begin to build on their understanding(s) of specific types of literary texts.

CHARACTERISTICS OF FICTION AND NONFICTION	
Fiction	Nonfiction
<ul style="list-style-type: none"> <li>■ Not real</li> <li>■ Tells a story</li> <li>■ Has a beginning and an ending</li> <li>■ Has characters and a problem</li> <li>■ Sometimes describes people and places that could really exist (realistic fiction)</li> <li>■ Sometimes describes people and places that could have existed in the past (historical fiction)</li> <li>■ Sometimes describes people and places that could not really exist (fantasy)</li> </ul>	<ul style="list-style-type: none"> <li>■ Tells about something real or true</li> <li>■ Gives factual information</li> <li>■ Can tell a story with facts</li> <li>■ Can tell a story of someone's life (biography)</li> <li>■ Can describe how to do something or how something works</li> <li>■ Can be written to persuade the reader</li> <li>■ Can be written by people telling about their own lives</li> <li>■ Can include a variety of text features to communicate information</li> </ul>

*Genre Study Teaching with Fiction and Nonfiction Books*

Before, during, and after Read Alouds, discuss genres and book characteristics

	<p>with students. Teachers may even want to keep a running list on an anchor chart of titles read within each genre, similar to a Semantic Features Analysis.</p> <p><b>Text Sets and Sorts</b> Collect a text set of books in different genres. Immerse students in the text set(s) during Interactive Read Aloud. Create lists of characteristics defining these types of texts. Teach a series of minilessons on the defining elements of each type of literary text. Allow students to continue reading and exploring these during Independent Reading and sorting texts by characteristics.</p> <p><b>Shared Reading</b> is a great instructional context to use when teaching about recurring phrases and/or dialogue. The teacher can draw students' attention to the recurring parts and ask the students why the author may have used that technique. This is a great opportunity to talk about how readers should read those parts and practice reading fluently.</p>
Assessments	During Independent Reading conferences, ask students about the characteristics of the genres of books they are reading and how authors use recurring phrases and dialogue.
Resources	<p><b>Professional Resources:</b> <i>Genre Study Teaching with Fiction and Nonfiction Books</i> by Irene C. Fountas and Gay Su Pinnell *Note: A complete listing of potential mentor texts can be found in this text.</p> <p><b>Read Aloud Possibilities:</b></p> <p><b>Recurring Phrases:</b></p> <ul style="list-style-type: none"> <li>• <i>Click, Clack, Moo: Cows that Type</i> by Doreen Cronin</li> <li>• <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst</li> <li>• <i>Silly Sally</i> by Audrey Wood</li> </ul> <p><b>Dialogue</b></p> <ul style="list-style-type: none"> <li>• <i>No, David!</i> by David Shannon</li> <li>• <i>Don't Let the Pigeon Drive the Bus</i> by Mo Willems</li> </ul>

<b>Standard 13 (LITERARY) / Standard 12 (INFORMATIONAL): Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</b>	
Indicator(s)	<p><b>1-RL.13.1, 1-RI.12.1</b> Engage in whole and small group reading with purpose and understanding.</p> <p><b>1-RL.13.2, 1-RI.12.2</b> Read independently for sustained periods of time to build stamina.</p> <p><b>1-RL.13.3, 1-RI.12.3</b> Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>
Description	<p>In order to be “College and Career Ready”, a strong foundation must begin in the primary grades. This will be built upon throughout the year and in subsequent years as students read increasingly more complex texts. By reading a wide variety of texts, students gain both literary knowledge as well as culture knowledge of the world we live in. Students need to gradually be given extended periods of time to actually READ. These standards are almost like a recital. It gives students the opportunity to pull together <i>all</i> of the things they have learned throughout each of the other standards and practice it in order to become independent critical readers and thinkers.</p>
Activities	<p>Whole group reading activities can include Read Alouds, Interactive Read Alouds, and Shared Reading.</p> <p>Small group reading activities can include Partner Reading, Reader’s Theater, and Guided Reading group activities.</p> <p><b>The following minilessons are from <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>● 2.12 Ask Questions to Engage with the Text</li> <li>● 2.13 Mind Over Matter</li> <li>● 2.14 Track Progress on a Stamina Chart</li> <li>● 2.15 Choose Like Books for a Best Fit</li> <li>● 2.16 Choose Books with Your Identity in Mind</li> <li>● 2.17 Visualize to Focus</li> </ul> <p>Being a critical reader means students can read closely and think as they read. Students respond to texts in many ways- it does not always need to be written down. Sometimes a response may even be to read additional texts on a given topic or in a series, because they want to know more about a character or a topic. Responses to texts can also include Book Reviews, conversations with partners, whole group conversations, letters, and other written responses.</p>

Assessments	<ul style="list-style-type: none"> <li>• Anecdotal notes taken during Independent Reading</li> <li>• Reading Stamina Challenge Notes</li> <li>• Student Engagement Inventory (“Sweeps for Engagement”- See High Progress Literacy Website OR School Literacy Coach)</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• <i>The Reading Strategies Book</i> by Jennifer Servallo</li> <li>• <i>Conferring with Readers</i> by Jennifer Seravallo</li> <li>• <i>No More Independent Reading without Support</i> by Debbie Miller and Barbara Moss</li> <li>• <i>The Daily Five</i> by Gail Boushey and Joan Moser</li> <li>• <i>No More Reading for Junk</i> by Barbara A. Marinak and Linda B. Gambrell</li> <li>• High Progress Literacy Website: <a href="https://highprogressliteracy.com/">https://highprogressliteracy.com/</a></li> </ul>

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