

Reading Curriculum–Grade One
Diocese of Cleveland
2013

Reading: Foundational Skills

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Informational Text

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Foundational Skills

Print Concepts RF.1.1. 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).

Phonological Awareness RF.1.2. 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 pronounce 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).

Phonics and Word Recognition RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- 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.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a. Print all upper- and lowercase letters.
- L.1.1b. Use common, proper, and possessive nouns.
- L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.1f. Use frequently occurring adjectives.
- L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a. Capitalize dates and names of people.
- L.1.2b. Use end punctuation for sentences.
- L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Essential Questions

1. How can understanding and applying consonant and vowel sounds and patterns help me to read unfamiliar words?

2. To what extent does knowing sight words help my reading skills?
3. To what extent does a strong phonemic foundation help me as a reader?
4. How does fluency affect my comprehension?
5. How do vowel team combinations change the spelling-sound correspondences in words?

Content The students will know	Skills Bloom's Taxonomy DOK Links The students will be able to
<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonemes 3. Word recognition 4. Acquisition of vocabulary 5. Phonics 6. Consonants 7. Vowels 8. Consonant digraphs 9. Consonant diphthongs 10. Final-e or "silent e" 11. Contextual understanding 12. Conceptual understanding 13. Structural understanding 14. Self-monitoring strategies 15. Decode 16. Sight words 17. Fluency 18. Rhymes 19. Opposites 20. Sequence 21. Syllables 22. Upper and lowercase letters 23. Verbs 	<ol style="list-style-type: none"> 1. Identify and complete rhyme words and patterns. 2. Distinguish the number of syllables in words by using rhythmic clapping, tapping, snapping or counting. 3. Distinguish upper and lowercase letters. 4. Recognize, say and write the common sounds of letters and consonant blends. 5. Identify consonants and vowels in words. 6. Recognize beginning, middle and end sounds in words. 7. Omit beginning and end sounds in words to create new words. 8. Identify reading strategies that can help decode an unknown word. 9. Interpret the meanings of a verb by demonstrating the action. 10. Take apart the consonant-vowel patterns to determine the spelling-sound correspondences to decode a word. 11. Analyze decoded words into a category to gain a sense of concept. 12. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 13. Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 14. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 15. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 16. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 17. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Single syllable word 2. Vowel combinations 3. Initial sound 4. Medial sound 5. Final sound 6. Segment sounds 7. Word analysis 8. Reading accuracy/rate 9. Word recognition 10. Nonsense word 11. Compound word 12. Root word 	<ol style="list-style-type: none"> 1. Phoneme 2. Diphthong 3. Consonant digraph 4. Silent e

<p>13. Homophone 14. Nouns 15. Verbs</p>	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> Independent Work. Children will decode and identify short and long medial vowel sounds in words by matching short and long vowel words to pictures. Independent Work. Children will decode and read sight words to identify if the word is single or multi-syllable by circling the appropriate number in a worksheet (one syllable or two syllables). Independent Work. Students will orally read basic sight words from the Dolch Sight Word List Grade One or word rings. Writing. Children will create a sight word notebook. Each letter of the alphabet will have its own page. Children will add words to the notebook each week, use the words in a simple sentence, and draw illustrations to explain their sentence. Elkonin Boxes. Children will use Elkonin Boxes (See link). The teacher will pronounce a target word slowly, stretching it out by sound. The child will repeat the word. The teacher will draw "boxes" or squares on a piece of paper, chalkboard, or dry erase board with one box for each syllable or phoneme. The child will count the number of phonemes in the word, not necessarily the number of letters. For example, wish has three phonemes and will use three boxes. /w/, /i/, /sh/. The child will slide one colored circle, unifix cube, or corresponding letter in each cell of the Elkonin box drawing as he/she repeats the word. Shared Reading. During shared reading, the children will use a pointer or ruler to point to words as they or the teacher reads them to focus the attention on the concepts of print. They will also point to front cover, author and illustrator, top and bottom. Word Play. Children will play with words by substituting beginning, medial, and ending sounds, creating real and made-up words and working with word patterns. Word Building. Once children know one word, they can often build other words based on that knowledge. For example, given the word "kind," children can build words using affixes. Children may come up with words like kinder, kindest, unkind, kindly. Other examples could be used to create words based on word families, meaning beginning sounds, etc. Tongue Twisters. Children can practice saying tongue twisters. The silly sentences carry a message and require expression while engaging children in language play. Once children have practiced some of the common ones, they can be encouraged to write their own. <p> Elkonin Boxes!</p>	<p>Short and Long Vowel Assessment Summative: Self Assessment Children will decode and identify short and long medial vowel sounds in words by matching short and long vowel words to pictures.</p> <p>Single and Multi-Syllable Assessment Formative: Self Assessment Children will decode and read sight words to identify if the word is single or multi-syllable by circling the appropriate number on a worksheet (one syllable or two syllables).</p> <p>Sight Word Recognition Summative: Oral Assessment Children will orally read basic sight words from the Dolch Sight Word List Grade One or word rings.</p> <p>Sight Word Book Summative: Writing Assignment Children will create a sight word notebook. Each letter of the alphabet will have its own page. Children will add words to the notebook each week, use the words in a simple sentence, and draw illustrations to explain their sentence.</p> <p>Phonemes Formative: Graphic Organizer Children will use Elkonin Boxes (See link). The teacher will pronounce a target word slowly, stretching it out by sound. The child will repeat the word. The teacher will draw "boxes" or squares on a piece of paper, chalkboard, or dry erase board with one box for each syllable or phoneme. The child will count the number of phonemes in the word, not necessarily the number of letters. For example, wish has three phonemes and will use three boxes. /w/, /i/, /sh/. The child will slide one colored circle, unifix cube, or corresponding letter in each cell of the Elkonin box drawing as he/she repeats the word.</p>

Resources (Suggested)

1. iPad Resources
2. Music Resources
Sing Dr. Jean's phonics songs: Dr. Jean's Totally Reading CD by Dr. Jean Dowls (see examples below)
Comprehension: Who? What? Where? When? Why?, It's Fact and Fiction Time, Where Can You Go When You Need to Know?
Fluency: Rapping Words, Lifetime Words, Punctuation Pays
Phonics: Happy Birthday Letters, Who Let the Letters Out? (Open version), I Know an Old Man Who Swallowed a Letter, Letter Box, Letter Round-Up, Sweet Vowels, Slide and Blend, Diagraph Walk, The Tools of Good Readers
Vocabulary: Parts of Speech Hoedown, Endings, We Can Do Opposites, Synonym Stomp, O, Those Contractions
Writing: Ready to Write, Pencil Talk, Karate Writing, Writing Uppercase Letters, Rhyme to Write Lowercase Letters, Hi Ho Librarian - Parts of a Book, Parts of a Letter
3. Literature Connections
The Big Book of AlphaTales: 26 Irresistible Stories That Build Phonemic Awareness & Teach Each Letter of the Alphabet by Scholastic Inc.
Bob Books: Sight Words First Grade [With 30 Flash Cards and Parent Guide and 10 Paperback Books] by Lynn Maslen Kertell
Bob Books Set 5 Long Vowels by Lynn Maslen Kertell
Bob Books Set 2: Advancing Beginners by Bob Maslen Kertell
4. Internet Resources
 [Learn to Read with Phonics!](#)
 [Technology Resources!](#)
 [PBS Kids!](#)

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

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Reading Informational Text: Nonfiction

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.1.1. Ask and answer questions about key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.1.2. Identify the main topic and retell key details of a text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.1.7. Use the illustrations and details in a text to describe its key ideas.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.1.8. Identify the reasons an author gives to support points in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Foundational Skills

Fluency RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.1.6. Produce complete sentences when appropriate to task and situation.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.1.1a. Print all upper- and lowercase letters.
- L.1.1b. Use common, proper, and possessive nouns.
- L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.1f. Use frequently occurring adjectives.

- L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.1h. Use determiners (e.g., articles, demonstratives).
- L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a. Capitalize dates and names of people.
- L.1.2b. Use end punctuation for sentences.
- L.1.2c. Use commas in dates and to separate single words in a series.
- L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Essential Questions

1. How does a reader's choice of texts reflect Catholic values?
2. Why do we read non-fiction?
3. How can I use picture clues to predict what is going to happen next?
4. In what ways are fiction and non-fiction different?
5. To what extent does non-fiction contain literary elements?

Content

The students will know

1. Genres
2. Biography

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Identify favorite types of non-fiction books.
2. Use punctuation to confirm the meanings of words and

<ol style="list-style-type: none"> 3. Details 4. Central theme 5. Inferences 6. Main idea 7. Key details 8. Sequence events 9. Similarities & differences 10. Comprehension strategies 11. Conceptual understanding 12. Structural understanding 13. Context clues 14. Picture clues 15. Punctuation 16. Point of view 17. Compare & contrast 18. Retelling 19. Predictions 20. Connections 21. Non-fiction 	<p>sentences.</p> <ol style="list-style-type: none"> 3. Create and use graphic organizers such Venn diagrams or concept webs to aid comprehension. 4. Ask and answer questions about key details in a text. 5. Identify the main topic and retell key details of a text. 6. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 7. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 8. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 9. Use the illustrations and details in a text to describe its key ideas. 10. Identify the reasons an author gives to support points in a text. 11. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 12. With prompting and support, read informational texts appropriately complex for grade 1. 13. Read grade-level text with purpose and understanding. 14. Read grade-level text orally with accuracy, appropriate rate, and expression. 15. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 16. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 17. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 18. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 19. Ask questions to clear up any confusion about the topics and texts under discussion.
<p>Common Core Vocabulary</p>	<p>Additional Vocabulary</p>
<ol style="list-style-type: none"> 1. Biography 2. Concept maps 3. Venn diagram 4. Compare & contrast 5. Inference 6. Nouns 7. Adjectives 8. Verbs 9. Main Idea 10. Non-fiction 11. 	
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>
<ol style="list-style-type: none"> 1. Picture Walk. Children will Picture Walk through an informational text. They will look only at pictures and graphics to predict what the text is about. After reading the text, they will then draw their own illustration for the text and write a declarative sentence explaining what their 	<p>Illustrate a Text Summative: Visual Arts Project Children will Picture Walk through an informational text. They will look only at pictures and graphics to predict what the text is about. After reading the text, they will then draw their own illustration for</p>

<p>illustration adds to the text.</p> <ol style="list-style-type: none"> 2. Graphic Organizer. Children will make a K-W-L chart to activate their prior knowledge before reading a text. After reading the text, they will discuss how their knowledge of the topic changed. 3. Oral Discussion. Children will engage in an oral discussion about reasons to read a non-fictional text and how their choice of texts reflects their Christian values. 4. Read, Remember, Represent, Retell. Children will read as much as a child's hand will cover. They will first say to themselves what they remember about what was read. They will draw a quick non-linguistic representation of that information. Finally, each child will work with a partner to retell what he or she learned. 5. Connecting It to Me. Children should notice text that reminds them of things they have seen, heard, or experienced as they read an informational text. These questions can be posted, made into a bookmark, or otherwise be available to children to spark connections: <ol style="list-style-type: none"> 1. That reminds me of . . . 2. That makes me think of . . . 3. I read another book that . . . 4. This is different from . . . 5. I remember when . . . 	<p>the text and write a declarative sentence explaining what their illustration adds to the text.</p> <p>K-W-L Chart Diagnostic: Graphic Organizer Children will make a K-W-L chart to activate their prior knowledge before reading a text. After reading the text, they will discuss how their knowledge of the topic changed.</p> <p>The Benefits of Non-Fiction Formative: Class Discussion Children will engage in an oral discussion about reasons to read a non-fictional text and how their choice of texts reflects their Christian values.</p>
<p>Resources (Suggested)</p> <ol style="list-style-type: none"> 1. iPad Resources 2. Literature Connection Common Core Standards: Suggested Informational Texts <i>Animals Born Alive and Well</i> by Ruth Heller <i>A Picture Book of Abraham Lincoln</i> by David A. Adler <i>A Picture Book of George Washington</i> by David A. Adler <i>Jesus and his Friends (I Can Read!/Beginning Bible)</i> by Kelly Pulley <i>So You Want to Be President?</i> by Judith St. George <i>What's the Big Idea, Ben Franklin?</i> by Jean Fritz <i>I Read Signs</i> by Tana Hoban <i>Let's Find Out about Ice Cream</i> by Mary Ebeltoft Reid <i>Truck</i> by Donald Crews <p> Narrated eBooks</p> <p> K-3 Educational Resources</p>	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Reading Curriculum–Grade One
Diocese of Cleveland
2013

Reading Literature: Fiction

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.1.1. Ask and answer questions about key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.1.3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Foundational Skills

Fluency RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.1.6. Produce complete sentences when appropriate to task and situation.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a. Print all upper- and lowercase letters.
- L.1.1b. Use common, proper, and possessive nouns.

- L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.1f. Use frequently occurring adjectives.
- L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.1h. Use determiners (e.g., articles, demonstratives).
- L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a. Capitalize dates and names of people.
- L.1.2b. Use end punctuation for sentences.
- L.1.2c. Use commas in dates and to separate single words in a series.
- L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Essential Questions

1. To what extent can I relate to a fictional character?
2. How does point of view help me understand a story?
3. To what extent do illustrations help me understand a story?
4. How are fictional characters like real people?
5. Why do we read fiction?

6. How can reading strategies help me clarify new information from a text?

Content The students will know	Skills Bloom's Taxonomy DOK Links The students will be able to
<ol style="list-style-type: none"> 1. Types of genres 2. Fiction/realistic fiction 3. Fantasy 4. Comparison and contrast 5. Literary elements 6. Contextual understanding 7. Conceptual understanding 8. Structural understanding 9. Central theme 10. Context clues 11. Point of view 12. Main idea 13. Key details 14. Connections 15. Predictions 16. Context clues 17. Sequence events 18. Scene 19. Capitalization 20. Punctuation 21. Spelling 22. Writing 23. Clarify 24. Word meaning-semantics 25. Nouns 26. Verbs 	<ol style="list-style-type: none"> 1. Identify the central message of a fictional text. 2. Compare and contrast the adventures and experiences of characters in stories. 3. Use illustrations and details in a story to describe its characters, setting, or events. 4. Make predictions from a story using literary context clues. 5. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 6. Identify who is telling the story at various points in a text. 7. Distinguish main idea from text and draw/write information about topic. 8. Infer point of view of a story with prompting and support. 9. Interpret key details from the fictional text. 10. Sequence events in order from the fictional text. 11. Identify nouns, adjectives and verbs from the fictional text. 12. Distinguish affixes in fictional text to determine word meanings. 13. Describe characters, settings, and major events in a story, using key details. 14. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 15. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 16. Read grade-level text with purpose and understanding. 17. Read grade-level text orally with accuracy, appropriate rate, and expression. 18. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 19. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 20. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Concept maps 2. Venn diagram 3. Affixes 4. Compare & contrast 5. Inference 6. Nouns 7. Adjectives 8. Verbs 9. Plot 10. Main Idea 11. Setting 12. Fiction 	<ol style="list-style-type: none"> 1. Detail 2. Similarity 3. Difference 4. Characters

Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Speaking and Listening. Children will engage in an oral discussion about reasons to read a fictional text and ways to read a fictional text. 2. Graphic Organizer. Children will compare and contrast similarities and differences between fictional characters on a Venn diagram identifying character's personality traits, looks, and actions. 3. Writing. Children will orally answer questions and draw a scene from the fictional text. They will write a declarative sentence explaining the character's actions from story. 4. Graphic Organizer. Children will classify types of language used in a literary selection using a graphic organizer. They will identify and list nouns, verbs, and adjectives. They will then discuss as a class the impact that certain words have on the meaning of the story. 5. 5Ws. Children will use a visual cue of a light-colored glove that has the five Ws (who, what, when, where, why) written on the fingers to answer the questions for a selected text read by the teacher. As they share the story, the children will wiggle the finger of the question they are answering. 6. Read Aloud. Children will ask and answer questions about ways the author uses words to get the reader's attention and help the reader understand ideas presented in a text, using a book with exaggerated language, such as <i>My Dad</i> by Anthony Browne or <i>A Million Fish More or Less</i> by Patricia McKisack. 	<p>Character Comparison Venn Diagram Formative: Writing Assignment Children will compare and contrast similarities and differences between fictional characters on a Venn diagram identifying character's personality traits, looks, and actions.</p> <p>Draw a Scene from Fictional Text Summative: Visual Arts Project Children will orally answer questions and draw a scene from the fictional text. They will write a declarative sentence explaining the character's actions from story.</p> <p>Reasons to Read Fiction Formative: Class Discussion Children will engage in an oral discussion about reasons to read a fictional text and ways to read a fictional text.</p> <p>Parts of Speech Hunt Formative: Graphic Organizer Children will classify types of language used in a literary selection using a graphic organizer. They will identify and list nouns, verbs, and adjectives. They will then discuss as a class the impact that certain words have on the meaning of the story.</p>
Resources (Suggested)	Catholic Identity
<ol style="list-style-type: none"> 1. iPad Resources 2. Literature Connection Common Core Standards: Suggested Literature <i>Berenstain Bears Inside Outside Upside Down</i> by Stan and Jan Berenstain <i>Click, Clack, Moo: Cows that Type</i> by Doreen Cronin <i>Five Little Monkeys Jumping on the Bed</i> by Eileen Christlow <i>If You Give a Mouse a Cookie</i> by Laura Numeroff <i>It Looked Like Spilt Milk</i> by C.G. Shaw <i>My Teacher Sleeps in School</i> by Leatie Weiss <i>The Rainbow Fish</i> by Marcus Pfister <i>Stellaluna</i> by Janell Cannon <i>Mr. Popper's Penguins</i> by Richard Atwater <i>Hi! Fly Guy</i> by Tedd Arnold 3. Internet Resources  Narrated eBooks  Learn to Read with Phonics  Story Telling  Brain Pop 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

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| | <ul style="list-style-type: none">❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people. |
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Reading Curriculum–Grade One
Diocese of Cleveland
2013

Reading Literature: Drama

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.1.1. Ask and answer questions about key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.1.3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.1.6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Foundational Skills

Print Concepts RF.1.1. 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).

Phonological Awareness RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Phonics and Word Recognition RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- 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.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in

collaboration with peers.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.1.6. Produce complete sentences when appropriate to task and situation.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a. Print all upper- and lowercase letters.
- L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.1f. Use frequently occurring adjectives.
- L.1.1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

- L.1.1h. Use determiners (e.g., articles, demonstratives).
- L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a. Capitalize dates and names of people.
- L.1.2b. Use end punctuation for sentences.
- L.1.2c. Use commas in dates and to separate single words in a series.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Essential Questions

1. In what ways is drama different from other genres?
2. How does an actor bring a character to life?
3. To what degree do facial expressions change people's conversations?
4. To what degree does tone of voice affect conversations?
5. Why should drama be viewed and not just read?

Content

The students will know

1. Actor/actress
2. Characters
3. Point of view
4. Facial expression
5. Fiction & non-fiction

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Explain your thoughts and feelings about the performances of the characters.
2. Compare and contrast how the characters were different in the play.
3. Tell what happened at the beginning, in the middle and at

<ol style="list-style-type: none"> 6. Production 7. Sequence of events 8. Connections 9. Literary elements 10. Contextual understanding 11. Conceptual understanding 12. Structural understanding 13. Textual evidence 14. Pronouns 15. Adjectives 16. Conjunctions 17. Monologue 18. Readers' Theatre 	<p>the end of the play.</p> <ol style="list-style-type: none"> 4. Organize the picture cards from the play of what the character did first, next, and last in the story. 5. Identify how the character(s) costumes are different from everyday clothes? 6. Distinguish the similarities between your family and families found in plays? 7. Describe what you would do if you were the character in the play and you had to make a choice. Would your choice be reflective of the Catholic Identify and Catholic faith? 8. Identify context clues from the text that describe the character(s) physical traits from a scene. 9. Explain how an author's choice of words appeals to the senses, suggests mood, and sets tone. 10. Identify various forms of literature such as poems, fairy tales, folk tales, fables that are rewritten as a play. 11. Ask and answer questions about key details in a text. 12. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 13. Describe characters, settings, and major events in a story, using key details. 14. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 15. With prompting and support, read prose and poetry of appropriate complexity for grade 1. 16. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 17. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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Common Core Vocabulary	Additional Vocabulary
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<ol style="list-style-type: none"> 1. Drama 2. Line 3. Scene 4. Fiction & non-fiction 5. Reasoning 6. Word meanings/relationships 7. Facial expression 8. Context clues 9. Point of view 10. Intonation 11. Pronunciation 12. Sensory detail 13. Structure 14. Prose 15. Poetry 16. Argument 17. Narrative 	<ol style="list-style-type: none"> 1. Stage 2. Cue 3. Direction 4. Mood
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Learning Experiences (Suggested)	Assessment (Suggested)
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<ol style="list-style-type: none"> 1. Graphic Organizer. Children will compare and contrast two characters from a play and write similarities and 	Readers' Theatre Summative: Dramatization
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<p>differences they portrayed in the play using a T-chart or Venn diagram. A class discussion will follow after they complete the graphic organizer.</p> <ol style="list-style-type: none"> Cooperative Learning. Children will pair up with a partner and write a Readers' Theatre short play and orally act it out in front of the class. Graphic Organizer. Children will complete a graphic organizer that asks them to identify sensory details from a play for each of the five senses. They will engage in discussion with the class regarding how these sensory details have an impact on the play. Independent Work. Children will write a funny monologue as a homework learning experience with parents. They will then share their funny monologue with class, practicing facial expressions, gestures, and vocal inflection. Cooperative Learning. Children will cooperatively work together to create an improvisation. Each group will choose a situation from a bag and act out that situation, such as riding on a roller coaster or seeing a snake. Thick and Thin. After children read a play, they will answer thick and thin questions from the teacher. Thin questions are surface level/recall or literal questions and thick questions require deeper thinking, inferring, and synthesizing skills. The teacher can use a think aloud to model the strategies for developing questions. 	<p>Children will pair up with a partner and write a Readers' Theatre short play and orally act it out in front of the class.</p> <p>Character Comparison Formative: Graphic Organizer Children will compare and contrast two characters from a play and write similarities and differences they portrayed in the play using a T-chart or Venn diagram. A class discussion will follow after they complete the graphic organizer.</p> <p>Sensory Details Formative: Class Discussion Children will complete a graphic organizer that asks them to identify sensory details from a play for each of the five senses. They will engage in discussion with the class regarding how these sensory details have an impact on the play.</p> <p>Humorous Monologue Formative: Homework Children will write a funny monologue as a homework learning experience with parents. They will then share their funny monologue with class, practicing facial expressions, gestures, and vocal inflection.</p> <p>Improvisation Formative: Cooperative Group Work Children will cooperatively work together to create an improvisation. Each group will choose a situation from a bag and act out that situation, such as riding on a roller coaster or seeing a snake.</p>
<p>Resources (Suggested)</p> <ol style="list-style-type: none"> iPad Resources Literature Connections Common Core Standards: Suggested Drama <i>15 Easy-to-Read Mini-Book Plays (K-2)</i> by Sheryl Ann Crawford & Nancy I. Sanders <i>25 Just-Right Plays for Emergent Readers (K-1)</i> by Carol Pugliano-Martin <i>Break a Leg! The Kids' Guide to Acting and Stagecraft</i> by Lise Friedman <i>Folk Tale Plays From Around the World That Kids Will Love!</i> by Marci Appelbaum and Jeff Catanese <i>Frantic Frogs and Other Frankly Fractured Folktales for Readers' Theatre</i> by Anthony D. Fredericks <i>I Want to Be Jesus!: Over 150 Easy-To-Use Gospel Plays for Children</i> by Carol Camp Twork <i>Instant Skits for Children's Ministry</i> by John Duckworth <i>Readers' Theatre for Beginning Readers (Grades 1-4)</i> by Suzanne I. Barchers Internet Resources  Great Websites for Kids! 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF

	<p>PROTECTION by identifying safe and unsafe situations.</p> <ul style="list-style-type: none">❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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**Reading Curriculum–Grade One
Diocese of Cleveland
2013**

Reading Literature: Poetry

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.1.1. Ask and answer questions about key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.1.3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.1.6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Foundational Skills

Print Concepts RF.1.1. 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).

Phonics and Word Recognition RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.

Fluency RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.1.6. Produce complete sentences when appropriate to task and situation.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.1f. Use frequently occurring adjectives.
- L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a. Capitalize dates and names of people.
- L.1.2b. Use end punctuation for sentences.
- L.1.2c. Use commas in dates and to separate single words in a series.
- L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and

adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Essential Questions

1. How can I recognize poetry?
2. How can I read poetry in order to understand it?
3. How can we have different interpretations of the same poem?
4. Why do some words work better than others in a poem?
5. How does punctuation affect a poem's meaning?
6. How does the structure of a poem affect its meaning?
7. Why do people write poetry?
8. How does sound affect a poem's meaning?

Content

The students will know

1. Rhyme
2. Affixes
3. Details
4. Central theme
5. Literary elements
6. Similarities & differences
7. Comparison & contrast
8. Nursery rhymes
9. Folktales
10. Fables
11. Poetry
12. Punctuation
13. Multi-syllabication
14. Rhythm
15. Point of view
16. Adjective
17. Noun
18. Voice inflections
19. Contextual understanding
20. Conceptual understanding
21. Structural understanding
22. Comprehension
23. Word meanings
24. Word relationships
25. Communication

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Recall sequential events in order from the poem.
2. Identify words that rhyme from the poem.
3. Clarify unknown meanings of multiple words.
4. Describe familiar people, places, things and events from their lives that are similar to those of the poem.
5. Determine how affixes affect word meanings.
6. Identify how meanings of unfamiliar words can be derived from context clues.
7. Distinguish the meanings of verbs from the text.
8. Ask and answer questions about key details in a text.
9. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
10. Describe characters, settings, and major events in a story, using key details.
11. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
12. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
13. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
14. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
15. Use sentence-level context as a clue to the meaning of a word or phrase.
16. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
17. Define words by category and by one or more key

	<p>attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>18. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>19. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Poem 2. Affixes 3. Root words 4. Point of view 5. Rhyming words 6. Rhythm 7. Finger plays 8. Adjectives 9. Nouns 10. Verbs 11. Point of view 12. Word meanings 13. Comparison & contrast 14. Similarities & differences 15. Central theme 16. Vocabulary acquisition 17. Rebus 18. Word meanings 19. Pronunciation 20. Tone 21. Pitch 	<ol style="list-style-type: none"> 1. Patterns 2. Figurative language 3. Repetition
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Creative Work. Children will brainstorm a list of rhyming words to create their own rebus poem. Rebus, writing which substitutes images for words in the text, is used by authors to write books for young readers able to identify only a limited number of words. Additional materials such as crayons, markers & colored pencils can be used to illustrate rebus images. 2. Writing. Children will write a Haiku that consists of 3 lines. The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme. This traditional Japanese poem typically conveys an image from nature. 3. Graphic Organizer. Children will create a graphic organizer that lists all the verbs and adjectives listed in a poem. They will then write down new verbs and adjectives and fill them into the poem, creating their own version of the poem. The class will discuss how those new verbs and adjectives change the meaning of the poem. Children will then illustrate their poems. 4. Writing. Children will write descriptions based on sensory experiences. For example, the teacher will play a few moments of a song, and the children will write down phrases that describe the song. Then the teacher will 	<p>Rebus Poem Summative: Writing Assignment Children will brainstorm a list of rhyming words to create their own rebus poem. Rebus, writing which substitutes images for words in the text, is used by authors to write books for young readers able to identify only a limited number of words. Additional materials such as crayons, markers & colored pencils can be used to illustrate rebus images.</p> <p>Poem Revision Formative: Writing Assignment Children will create a graphic organizer that lists all the verbs and adjectives listed in a poem. They will then write down new verbs and adjectives and fill them into the poem, creating their own version of the poem. The class will discuss how those new verbs and adjectives change the meaning of the poem. Children will then illustrate their poems.</p> <p>Haiku Summative: Written Assessment Children will write a Haiku that consists of 3 lines. The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme. This traditional Japanese poem</p>

show a picture and have the children write down phrases that describe what they see. Next, the teacher will offer something for the children to smell, such as vanilla or cinnamon, and the children will describe that using sensory descriptions. The activity will continue with taste (a piece of hard candy) and touch (a piece of sandpaper or a bit of fabric). The class will discuss how such sensory details can enhance a poem. Children may choose to write a poem based on their sensory experiences.

5. Author's Impact. On a poem written on chart paper in the classroom, children will highlight words and phrases that make the reader feel a certain way. Children will then discuss why they chose the words and phrases they did.

typically conveys an image from nature.

Sensory Experience
Formative: Reflective Writing
 Children will write descriptions based on sensory experiences. For example, the teacher will play a few moments of a song, and the children will write down phrases that describe the song. Then the teacher will show a picture and have the children write down phrases that describe what they see. Next, the teacher will offer something for the children to smell, such as vanilla or cinnamon, and the children will describe that using sensory descriptions. The activity will continue with taste (a piece of hard candy) and touch (a piece of sandpaper or a bit of fabric). The class will discuss how such sensory details can enhance a poem. Children may choose to write a poem based on their sensory experiences.

Resources (Suggested)

Catholic Identity

1. iPad Resources
2. Literature Connection
 Common Core Standards: Suggested Poetry
Bein' With You This Way by Lisa W. Nikola
Button Up! by Alice Schertle
By Myself by Eloise Greenfield
Casey at the Bat by Ernest Lawrence Thayer
Covers by Nikki Giovanni
Good Sports by Jack Prelutsky
Granny Will Your Dog Bite and other Mountain Rhymes by Gerald Milnes
 "I Love You": A Rebus Poem by Jean Marzollo
Pieces: A Year of Poems in Quilts by Anna Grossnickle
Roses are Pink, Your Feet Really Stink by Diane DeGroat
Runny Rabbit by Shel Silverstein
3. Internet Resources
 [Jean Marzollo](#)
 [Learn to Read with Phonics](#)
 [Poetry for Kids](#)

- Social Justice Teachings**
- ❖ Life and Dignity of the Human Person
 - ❖ Call to Family, Community, and Participation
 - ❖ Rights and Responsibilities
 - ❖ Care for God's Creation
- Rights of Children**
- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
 - ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
 - ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
 - ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
 - ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
 - ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
 - ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
 - ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
 - ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
 - ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

PARENT GUIDE

GRADE ONE READING CURRICULUM

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade One.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Reading: Foundational Skills	
Print Concepts	
	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	Distinguish long from short vowel sounds in spoken single-syllable words.
	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	Know the spelling-sound correspondences for common consonant digraphs.
	Decode regularly spelled one-syllable words.
	Know final -e and common vowel team conventions for representing long vowel sounds.
	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	Decode two-syllable words following basic patterns by breaking the words into syllables.
	Read words with inflectional endings.
	Recognize and read grade-appropriate irregularly spelled words.
Fluency	
	Read with sufficient accuracy and fluency to support comprehension.
	Read grade-level text with purpose and understanding.
	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Literature	
Key Ideas and Details	
	Ask and answer questions about key details in a text.
	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	Describe characters, settings, and major events in a story, using key details.
Craft and Structure	
	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
	Use illustrations and details in a story to describe its characters, setting, or events.
	Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Informational Text	
Key Ideas and Details	
	Ask and answer questions about key details in a text.
	Identify the main topic and retell key details of a text.
	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
	Use the illustrations and details in a text to describe its key ideas.
	Identify the reasons an author gives to support points in a text.
	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
	With prompting and support, read informational texts appropriately complex for grade 1.
Speaking and Listening	
Comprehension and Collaboration	
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	Ask questions to clear up any confusion about the topics and texts under discussion.
	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Presentation of Knowledge and Ideas continued	
	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	Produce complete sentences when appropriate to task and situation.
Writing	
Text Types and Purposes	
	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing	
	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Language	
Conventions of Standard English	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Print all upper- and lowercase letters.
	Use common, proper, and possessive nouns.
	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
	Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).
	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
	Use frequently occurring adjectives.
	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	Use determiners (e.g., articles, demonstratives).
	Use frequently occurring prepositions (e.g., during, beyond, toward).
	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Capitalize dates and names of people.
	Use end punctuation for sentences.
	Use commas in dates and to separate single words in a series.
	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Vocabulary Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	Use sentence-level context as a clue to the meaning of a word or phrase.
	Use frequently occurring affixes as a clue to the meaning of a word.
	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

READING CURRICULUM

GRADE ONE

DIOCESE OF CLEVELAND

Checklist for Common Core State Standards & Diocesan Curriculum

Date Taught	
Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Reading: Foundational Skills	
Print Concepts	
	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	Distinguish long from short vowel sounds in spoken single-syllable words.
	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	Know the spelling-sound correspondences for common consonant digraphs.
	Decode regularly spelled one-syllable words.
	Know final -e and common vowel team conventions for representing long vowel sounds.
	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	Decode two-syllable words following basic patterns by breaking the words into syllables.
	Read words with inflectional endings.
	Recognize and read grade-appropriate irregularly spelled words.
Fluency	
	Read with sufficient accuracy and fluency to support comprehension.
	Read grade-level text with purpose and understanding.
	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Date Taught	
Reading: Literature	
Key Ideas and Details	
	Ask and answer questions about key details in a text.
	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	Describe characters, settings, and major events in a story, using key details.
Craft and Structure	
	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
	Use illustrations and details in a story to describe its characters, setting, or events.
	Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Informational Text	
Key Ideas and Details	
	Ask and answer questions about key details in a text.
	Identify the main topic and retell key details of a text.
	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
	Use the illustrations and details in a text to describe its key ideas.
	Identify the reasons an author gives to support points in a text.
	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
	With prompting and support, read informational texts appropriately complex for grade 1.
Speaking and Listening	
Comprehension and Collaboration	
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	Ask questions to clear up any confusion about the topics and texts under discussion.
	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Date Taught	
Presentation of Knowledge and Ideas continued	
	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	Produce complete sentences when appropriate to task and situation.
Writing	
Text Types and Purposes	
	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing	
	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Language	
Conventions of Standard English	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Print all upper- and lowercase letters.
	Use common, proper, and possessive nouns.
	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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