

RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts

Grade: 1

Reading Standards: Foundational Skills (RF)

Foundational Skills: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

*MPCL – Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Print Concepts 1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>Print Concepts</p> <p><i>Phonics, Spelling, and Word Study</i></p> <ul style="list-style-type: none"> • Understand the concept of sentence (as a group of words with ending punctuation). • Understand special uses of letters (capital letters, initials). 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning</i> (Grades Prek-2). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Phonics Lessons Grade 1.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Shaping Literate Minds.</i> Linda Dorn</p> <p><i>Apprenticeship in Literacy.</i> Linda J. Dorn, Cathy French & Tommy Jones</p>

<p>Phonological Awareness 2. Demonstrates understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Phonological Awareness</p> <p><i>Letter/Sound Relationships</i></p> <ul style="list-style-type: none"> • Hear and identify long (make, pail, day) and short (can, egg, up) vowel sounds in words and the letters that represent them. • Recognize that letter clusters (blends and digraphs) represent consonant sounds. <p><i>Phonological Awareness</i></p> <ul style="list-style-type: none"> • Blend two to four phonemes into words. • Segment words into phonemes. <p><i>Spelling Pattern</i></p> <ul style="list-style-type: none"> • Recognize and use the consonant-vowel-consonant (CVC) pattern (cab, bad, map). 	<p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Observation Survey • AIMS Web Assessment • Fountas & Pinnell Benchmark Assessment System • Grade 1 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>Phonics Lessons Grade 1.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Sing A Song of Poetry.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Word Matters.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Shaping Literate Minds Developing Self-Regulated Learners.</i> Linda Dorn</p> <p>Organizing For Literacy DVD</p> <p><i>Apprenticeship in Literacy.</i> Linda J. Dorn, Cathy French & Tommy Jones</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • AIMS Web Assessment
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<p>Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Phonics and Word Recognition</p> <p><i>Phonics, Spelling, and Word Study</i></p> <ul style="list-style-type: none"> Recognize and use long (make, pail, day) and short (can, egg, up) vowels sounds in words and the letters that represent them. Recognize and use letter clusters (blends and digraphs) that represent consonant sounds. Recognize and use simple CVC words (cat, sun). <p><i>Phonological Awareness</i></p> <ul style="list-style-type: none"> Hear and say syllables. <p><i>Syllables</i></p> <ul style="list-style-type: none"> Understand the concept of syllables. Understand how vowels appear in syllables. <p><i>Verb Endings</i></p> <ul style="list-style-type: none"> Recognize and use endings that add –s to a verb to make it agree with the subject. Recognize and use endings that add –ed to a verb to make it past tense. Recognize and use endings that add –ing to a verb to denote present participle.. <p><i>High Frequency Words (HFW)</i></p> <ul style="list-style-type: none"> Read a core of at least fifty high-frequency 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessment System Grade 1 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> Reading Workshop Writing Workshop Language Study Word Study Coaching Model <p><u>Resources:</u></p> <p><i>Phonics Lessons Grade 1.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Sing A Song of Poetry.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Shaping Literate Minds Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><i>Word Matters.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Organizing For Literacy DVD</i></p> <p><i>Apprenticeship in Literacy.</i> Linda J. Dorn, Cathy French & Tommy Jones</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> AIMSweb Fountas & Pinnell Benchmark Assessment System High Frequency Word List
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<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>words.</p> <p>Fluency (Suggested Reading: <i>The Continuum of Literacy Learning</i> Level D-J, (End of Grade 1 Goal: J) Pages 162-169)</p> <p>Maintaining Fluency</p> <ul style="list-style-type: none"> • Demonstrate phrased, fluent oral reading. • Read dialogue with phrasing and expression that reflects understanding of characters and events. • Demonstrates awareness of the function of the full range of punctuation. • Demonstrates appropriate stress on words to reflect the meaning. • Uses multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing. • Solve most words in the text quickly and automatically to support fluency. • Read silently at a good rate. <p>Adjusting Fluency</p> <ul style="list-style-type: none"> • Slow down to search for information and resume normal pace of reading again. • Demonstrate different ways of reading a variety of fiction and nonfiction texts. • Reread to solve words or think about ideas and resume good rate of reading. 	<ul style="list-style-type: none"> • Grade 1 Writing Proficiency Guide <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources:</p> <p><i>Phonics Lessons Grade 1.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Sing A Song of Poetry.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>The Fluent Reader.</i> Timothy Rasinski</p> <p><i>Guided Reading Good First Teaching for All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Reader's Theatre Fluency Kits.</i> Benchmark Education Company</p> <p><i>Read It Again!/: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Apprenticeship in Literacy.</i> Linda J. Dorn, Cathy French & Tommy Jones</p>
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Shaping Literate Minds Developing Self-Regulated Learners. Linda Dorn

Assessments:

- AIMSweb
- Fountas & Pinnell Benchmark Assessment System
- Grade 1 Writing Proficiency Guide

RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Reading Standards for Literature (RL)

Grade: 1

Reading Standards: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

***MPCL – Maine Partnership in Comprehensive Literacy**

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Reading Standards for Literature Key Ideas and Details 1. Ask and answer questions about key details in a text.</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Describe characters, settings, and major events in a story, using key details</p>	<p>Reading Standards for Literature Key Ideas and Details</p> <p><i>Interactive Read Aloud, Shared Reading and Literature Discussion</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Recognize important information in a text and remember to use it in a discussion. • Remember and talk about interesting and new information in a text. • Recognize characters and report important details after reading. • Follow a story plot with multiple events. • Understands the problem in a story. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Infer and discuss characters’ feelings. • Show empathy for characters and infer their feelings and motivations. • Ask clarifying questions to verify or gather information using expository texts. <p><i>Oral, Visual, and Technological</i></p>	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading Good First Teaching For All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Reading & Writing In the Primary Grades.</i> Nell K. Duke, Ed. D. and V. Susan Bennett-Armistead</p>

<p>Craft and Structure 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>6. Identify who is telling the story at various points in a text.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Listens with attention and understanding to oral reading of stories, poems, and informational texts. • Form clear questions to gain information. • Participate actively in whole-class discussion or with peers as partners, or in small group. • Ask many questions, demonstrating curiosity. <p><i>Summarizing</i></p> <ul style="list-style-type: none"> • Remember important information. • Identify important ideas in a text and report them in an organized way, either orally or in writing. <p>Craft and Structure <i>Interactive Read Aloud, Shared Reading and Literature Discussion</i> (Suggested Reading: <i>The Continuum of Literacy Learning</i>, Pages 90 -93)</p> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice words that the writer has used to make the story or content interesting. <p><i>Genres/Forms</i></p> <ul style="list-style-type: none"> • Short poems, nursery rhymes, songs • Poems • Traditional folktales • Simple animal Fantasy • Realistic Fiction • Factual Texts (ABC books, label books, concept books, counting books, simple 	<p><i>Snapshots.</i> Linda Hoyt. <i>Teaching for Deep Comprehension.</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K-2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Reading for Meaning.</i> Debbie Miller</p> <p><i>Shaping Literate Minds Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System <hr/> <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading Good First Teaching For All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy</p>
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<p>Integration of Knowledge and Ideas 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the adventures and</p>	<p>informational books)</p> <ul style="list-style-type: none"> • Memoir <p>Shared and Performance Reading <i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice how the writer has used language or words to make a text interesting or funny. <p>Guided Reading</p> <ul style="list-style-type: none"> • Process text with simple dialogue and some pronouns, all assigned to speaker. • Process text with split dialogue, all assigned to speakers. <p>Text Gradient and Instructional Level Expectations: Levels D-J (End of Year Benchmark Grade 1 – J) (Suggested Readings: <i>The Continuum of Literacy Learning (Grades Prek- 2)</i>. Pages 154-169)</p> <p>Integration of Knowledge and Ideas <i>Interactive Read Aloud, Shared Reading and Literature Discussion</i></p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Use details from illustrations to support points made in discussion. 	<p>Jones</p> <p><i>Read It Again!/: Revisiting Shared Reading</i>. Brenda Parkes</p> <p><i>Reading & Writing In the Primary Grades</i>. Nell K. Duke, Ed. D. and V. Susan Bennett-Armistead</p> <p><i>Snapshots</i>. Linda Hoyt</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K-2</i>. Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Reading for Meaning</i>. Debbie Miller</p> <p><i>Shaping Literate Minds Developing Self-Regulated Learners</i>. Linda Dorn</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 1 Writing Proficiency Guide <hr/> <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model
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<p>experiences of characters in stories.</p>	<ul style="list-style-type: none"> • Interpret illustrations. <p><i>Shared and Performance Reading (Suggested Reading: The Continuum of Literacy Learning, Pages 92-93)</i></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Notice and derive information from pictures. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Compare different versions of the same story, rhyme or traditional tale. <p><i>Oral, Visual, and Technological Communication</i></p> <ul style="list-style-type: none"> • Shared knowledge of story structure by describing setting, characters, events or ending. • Retell stories orally and or visually. 	<p><u>Resources:</u></p> <p><i>Guided Reading Good First Teaching For All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Read It Again!: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Reading & Writing In the Primary Grades.</i> Nell K. Duke, Ed. D. and V. Susan Bennett-Armistead</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K-2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Reading for Meaning.</i> Debbie Miller</p> <p><i>Shaping Literate Minds Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System
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<p>Range of Reading and Level of Text Complexity 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Range of Reading and Level of Text Complexity</p> <p><i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i></p> <ul style="list-style-type: none"> • Actively engage in group reading of prose and poetry with purpose and understanding. • Listen with attention and understanding to oral reading of prose and poetry. 	<ul style="list-style-type: none"> • Grade 1 Writing Proficiency Guide <hr/> <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades PreK-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading Good First Teaching For All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Read It Again!: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Sing A Song of Poetry.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Reading & Writing In the Primary Grades.</i> Nell K. Duke, Ed. D. and V. Susan Bennett-Armistead</p> <p><i>Shaping Literate Minds Developing Self-Regulated Learners.</i> Linda Dorn</p>
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<p><u>Reading Standards for Informational Text</u></p> <p>Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><u>Reading Standards for Informational Text</u></p> <p>Key Ideas and Details</p> <p><i>Interactive Read Aloud and Literature Discussion</i></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Recognize important information in a text and remember to use it in a discussion. • Talk about interesting and new information in text. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between familiar texts and discuss similarities and differences. <p><i>Oral, Visual, and Technological Communication</i></p> <ul style="list-style-type: none"> • Listen with attention and understanding to oral reading of stories, poems, and informational texts. • Form clear questions to gain information. • Participate actively in whole-class discussion or with peers as partners, or in small group. • Ask many questions, demonstrating curiosity. <p><i>Guided Reading</i></p> <ul style="list-style-type: none"> • Remember important information. • Identify important ideas in a text and report them in an organized way, either orally or in writing. • Make connections between the texts that 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading Good First Teaching For All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Read It Again!/: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Reading & Writing Informational Text in the Primary Grades.</i> Nell K. Duke</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K-2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p>
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<p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>8. Identify the reasons an author gives to support points in a text.</p>	<p>have been read or heard.</p> <p>Text Gradient and Instructional Level Expectations: D- J Level (End of Year Benchmark Grade 1 - J) (Suggested Readings: <i>The Continuum of Literacy Learning (Grades Prek- 2)</i>. Pages 139-169)</p> <p>Craft and Structure</p> <p>Interactive Read Aloud and Literature Discussion (Suggested Readings: <i>Nonfiction in Focus</i>. Pages 53-56)</p> <ul style="list-style-type: none"> • Acquire understanding of new words from content. • Use new words in discussion of text. • Acquire new vocabulary from listening and use it in discussion. • Notice and derive information from pictures. • Use details from illustrations to support points made in a discussion. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Give reasons to support thinking. <p>Guided Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Notice and use graphics such as labels and captions for pictures and simple diagrams. • Use simple readers' tools (table of Contents, index, glossary) to find 	<p><i>Shaping Literate Minds Developing Self-Regulated Learners</i>. Linda Dorn</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 1 Writing Proficiency Guide <hr/> <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources: <i>The Continuum of Literacy Learning (Grades Prek-2)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading Good First Teaching For All Children</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Read It Again!: Revisiting Shared Reading</i>. Brenda Parkes</p> <p><i>Nonfiction in Focus</i>. Janice V. Kristo and Rosemary Bamford</p> <p><i>Making It Real: Strategies for Success with Informational Texts</i>. Linda Hoyt</p>
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<p>Integration of Knowledge and Ideas 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>information in texts.</p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Notice details from illustrations to support points made in discussion. <p>Integration of Knowledge and Ideas</p> <p>Guided Reading <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between texts and other texts that have been read or heard. 	<p><i>Reading & Writing Informational Text In the Primary Grades.</i> Nell K. Duke, Ed. D. and V. Susan Bennett-Armistead</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K-2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Shaping Literate Minds Developing Self Regulated Learners.</i> Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 1 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p>
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<p>Range of Reading and Level of Text Complexity 10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Range of Reading and Level of Text Complexity <i>Interactive Read Aloud and Literature Discussion</i> • Read factual texts including informational</p>	<p><i>Guided Reading Good First Teaching For All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Read It Again!: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Reading & Writing Informational Text in the Primary Grades.</i> Nell K. Duke</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K-2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Shaping Literate Minds Developing Self Regulated Learners.</i> Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 1 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study
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	<p>texts.</p> <p><i>Guided Reading</i> Text Gradient and Instructional Level Expectations: Levels D-J (End of Year Benchmark Grade 1 – J) (Suggested Readings: <i>The Continuum of Literacy Learning (Grades Prek- 2)</i>. Pages 154-169)</p>	<ul style="list-style-type: none"> • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Reading & Writing Informational Text in the Primary Grades</i>. Nell K. Duke</p> <p><i>Nonfiction in Focus</i>. Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K-2</i>. Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Shaping Literate Minds Developing Self Regulated Learners</i>. Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 1 Writing Proficiency Guide
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Writing Standards (W)

Grade : 1

Writing Standards: The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understanding mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

*MPCL – Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>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.</p>	<p>Text Types and Purposes</p> <p>Writing About Reading (Suggested Reading: <i>The Continuum of Literacy Learning, Pages 94-97</i>)</p> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Express opinions about a story or a poem. <p>Writing</p> <p><i>Informational</i></p> <ul style="list-style-type: none"> • Write books and short pieces of writing that are enjoyable to read and at the same time give information to readers about a topic. <p><i>Narrative</i></p> <ul style="list-style-type: none"> • Write an engaging beginning and an ending that provides some sense of closure. • Provide some descriptive details to make the story interesting. • Tell events in the order that they occurred 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades Prek-2)</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Primary Writing: a Yearlong Curriculum.</i> Lucy Calkins & Leah Mermelstein</p> <p><i>Interactive Writing.</i> Andrea McCarrier, Gay Su Pinnell & Irene C. Fountas</p> <p><i>Scaffolding Young Writers.</i> Dorn &</p>

	<p>in personal narratives.</p>	<p>Soffos</p> <p><i>Read It Again!/: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Reading & Writing Informational Text in the Primary Grades.</i> Nell K. Duke</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds.</i> Dorn & Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>About the Authors.</i> Katie Wood Ray with Lisa B. Cleaveland</p> <p><i>Creating Young Writers.</i> Vicki Spandel</p> <p><i>First Grade Writers.</i> Stephanie Parsons</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 1 Writing Proficiency Guide
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<p>Production and Distribution of Writing 4. (Begins in grade 3)</p> <p>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.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Production and Distribution of Writing</p> <p><i>Oral, Visual, and Technological Communication</i></p> <ul style="list-style-type: none"> • Listen actively to others read or talk about writing and give feedback. • Use available digital tools to produce and publish writing (computers, document cameras, scanners, promethean board, iPad). <p><i>Writing (Suggested Readings: Scaffolding Young Writers, A Writer’s Workshop Approach. Pages 32-37)</i></p> <p><i>Drafting/Revising</i></p> <ul style="list-style-type: none"> • Understand the role of the writing conference in helping writers. • Understand that writers can get help from other writers. • Understand that writers can change writing in response to peer or teacher feedback. 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Interactive Writing.</i> Andrea McCarrier, Gay Su Pinnell and Irene C. Fountas</p> <p><i>Units of Study for Primary Writing: A Yearlong Curriculum.</i> Lucy Calkins & Leah Mermelstein</p> <p><i>Scaffolding Young Writers.</i> Linda J. Dorn & Carlos Soffos</p> <p><i>Shaping Literate Minds.</i> Linda J. Dorn & Carlos Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher and Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher and Joann Portalupi</p> <p><i>Creating Young Writers.</i> Vicki Spandel</p>
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<p>Research to Build and Present Knowledge 7.Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>8.With guidance and support from adults, recall information from provided sources to answer a question.</p> <p>9.(Begins in grade 4)</p>	<p>Research to Build and Present Knowledge</p> <p>Writing With prompting and support...</p> <p><i>Functional</i></p> <ul style="list-style-type: none"> • Understand procedural writing (how-to) as a list of sequential directions for how to do something and lists of what is needed. <p><i>Oral Language</i></p> <ul style="list-style-type: none"> • Generate and expand ideas through talk with peers and teacher. • Gather information for writing. • Tell about experiences or topics the way one would talk about them to others. • Access information from provided sources to answer a question. 	<p><i>About the Authors.</i> Katie Wood Ray with Lisa B. Cleaveland</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>First Grade Writers.</i> Stephanie Parsons</p> <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades Prek-2)</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Primary Writing: A Yearlong Curriculum.</i> Lucy Calkins & Leah Mermelstein</p> <p><i>Nonfiction Craft Lessons.</i> Joann Portalupi and Ralph Fletcher</p> <p><i>Nonfiction Mentor Texts:</i> Lynne R. Dorman and Rose Cappelli</p> <p><i>Mentor Texts.</i> Lynne R. Dorfman and Rose Cappelli</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System
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Range of Writing 10. (Begins in grade 3)		<ul style="list-style-type: none">• Grade 1 Writing Proficiency Guide
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Speaking and Listening Standards (SL)

Grade: 1

Speaking and Listening Standards: The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Comprehension and Collaboration 1.Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small or larger groups.</p> <p>a. 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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2.Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3.Ask and answer questions about what a speaker says in order to gather additional</p>	<p>Comprehension and Collaboration</p> <p><i>Oral, Visual, and Technological Communication</i> <i>Social Interaction/Oral Language</i></p> <ul style="list-style-type: none"> • Speak clearly enough to be understood in conversation. • Enter a conversation appropriately. • Engage in turn-taking of conversation. • Sustain a conversation with a variety of audiences, including peers, teacher, and family. • Participate actively in whole-class discussion or with partners, or in a small group. • Use grade level-appropriate specific vocabulary when talking about texts (title, author). • Listen with attention and understanding to oral reading of stories, poems and informational texts. • Form clear questions to gain information. • Follow one to two step oral directions. 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2)</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Interactive Writing.</i> Andrea McCarrier, Gay Su Pinnell and Irene C. Fountas</p> <p><i>An Observation Survey of Early Literacy Achievement.</i> Marie M. Clay</p> <p><i>Shaping Literate Minds.</i> Linda J. Dorn and Carlos Soffos</p> <p><i>Scaffolding Young Writers.</i> Linda J. Dorn and Carlos Soffos</p>

<p>information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p><i>Interactive Read-Aloud and Literature Discussion</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Notice and ask questions when meaning is lost or understanding is interrupted. <p>Presentation of Knowledge and Ideas</p> <p><i>Oral, Visual, and Technological Communication</i> <i>Oral Language</i></p> <ul style="list-style-type: none"> • Explain and describe people, events, and objects. • Use props or illustrations to extend the meaning of a presentation. • Speak about a topic with enthusiasm. • Talk with confidence. • Tell stories in an interesting way. • Speak at an appropriate volume to be heard. • Enunciate words clearly. 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades PreK-2.)</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Primary Writers: A Yearlong Curriculum.</i> Lucy Calkins</p> <p><i>Interactive Writing.</i> Andrea McCarrier. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Scaffolding Young Writers.</i> Linda J. Dorn & Carlos Soffos</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Handwriting Without Tears</i></p>
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Language Standards (L)

Grade: 1

Language Standards: The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understanding that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See CCSS table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

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Common Core Standards	RSU 54/MSAD 54 Objectives	Framework Resources/Assessments
<p>Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p style="padding-left: 20px;">singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)</p> <p style="padding-left: 20px;">personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. 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).</p>	<p>Conventions of Standard English</p> <p><i>Phonics, Spelling, and Word Study</i></p> <ul style="list-style-type: none"> • Understand the concepts of plurals and plural forms: adding –s, adding-es, changing spelling. • Understand the concept of verb endings. • Use common, proper and possessive nouns. <p><i>Writing Conventions</i></p> <ul style="list-style-type: none"> • Form upper and lowercase letters efficiently in manuscript print. • Form upper and lower case letters proportionately in manuscript print. • Use appropriate spacing between words. <p><i>Sentence Structure</i></p> <ul style="list-style-type: none"> • Use conventional sentence structure (noun + verb). 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning</i> (Grades Prek-2) Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Primary Writers: A Yearlong Curriculum.</i> Lucy Calkins</p> <p><i>Interactive Writing.</i> Andrea McCarrier, Gay Su Pinnell & Irene C. Fountas</p> <p><i>Scaffolding Young Writers.</i> Linda J. Dorn & Carlos Soffos</p>

<p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>commas in dates and to separate single words in a series.</p> <p>conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p><i>Parts of Speech</i></p> <ul style="list-style-type: none"> • Use noun + verb agreement. • Use prepositional phrases (on the bus, to the bus). • Use text modifiers (<u>red</u> dress, <u>ran</u> fast, <u>alarm</u> clock). • Use personal, possessive and indefinite pronouns (I, me, my; they, them, their). • Use frequently occurring adjectives, conjunctions, and prepositions. • Use verbs to indicate past, present, and future. • Use determiners (e.g., an all, few, many). <p><i>Writing Structures</i></p> <ul style="list-style-type: none"> • Responds to prompts using a variety of simple and compound structures: <ul style="list-style-type: none"> ✓ Declarative ✓ Interrogative ✓ Imperative ✓ Exclamatory <p><i>Conventions</i></p> <ul style="list-style-type: none"> • Show awareness of the first position of capital letters in words. • Use uppercase letters in titles. • Use periods, exclamation points, and question marks as ending marks. • Attempt unknown words through sound analysis. • Uses commas in dates and to separate single words in a series. <p><i>High Frequency Words</i></p> <ul style="list-style-type: none"> • Spells Grade 1 core list of words. • Uses phonemic awareness and spelling 	<p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Handwriting Without Tears</i></p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Grade 1 Writing Proficiency Guide • Handwriting Without Tears Screener of Handwriting Proficiency
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<p>Knowledge of Language 3. (Begins in grade 2)</p> <p>Vocabulary Acquisition and Use 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. 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).</p> <p>real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>conventions to spell unknown words.</p> <p>Vocabulary Acquisition and Use</p> <p><i>Interactive Read-Aloud and Literature Discussion</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Understand the words while listening to a story of factual text. • Acquire new vocabulary from listening and use in discussion. • Derive meanings of new words from context. • Acquire understanding of new words from context. <p><i>Word Meanings</i></p> <ul style="list-style-type: none"> • Use frequently occurring root words and affixes as a clue to the meaning of a word. <p><i>Shared and Performance Reading</i> <i>Thinking Within the Text</i> With prompting and support...</p> <ul style="list-style-type: none"> • Acquire understanding of new words through repeated reading. • Understand the meaning of words during reading, making connections to themselves, the world, or other text. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice how the writer has used language or words to make a text interesting or funny. 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Primary Writers: A Yearlong Curriculum</i>. Lucy Calkins</p> <p><i>Interactive Writing</i>. Andrea McCarrier. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Scaffolding Young Writers</i>. Linda J. Dorn & Carlos Soffos</p> <p><i>Writing Workshop</i>. Ralph Fletcher & Joann Portalupi</p> <p><i>Handwriting Without Tears</i></p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Grade 1 Writing Proficiency Guide • Handwriting Without Tears
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<p>d. 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> <p>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)</p>	<p><i>Phonics, Spelling, and Word Study</i> <i>Word Meaning</i> With prompting and support...</p> <ul style="list-style-type: none"> • Recognize and use words with multiple meanings. • Sort words by categories and label one or more attributes. • 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><i>Writing about Reading</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Notice and sometimes use new words from text. 	<p> Screener of Handwriting Proficiency</p>
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