

**School District U-46
First Grade Literacy**

Literacy Component	ILS Standards	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Phonemic Awareness	1.A. Apply word analysis and vocabulary skills to comprehend selections. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Reading.2</i>	I explicitly teach, model, and provide planned opportunities for students to hear sounds in words. <ul style="list-style-type: none"> • distinguish rhyming words, • count the number of sounds in a syllable, • count the number of syllables in a word, • blend two to four spoken sounds into recognizable words, • add, delete, or change target sounds to change words, • distinguish initial, medial, and final sounds in single-syllable words, and • distinguish long and short vowel sounds in single-syllable words. 	1 1 1 1 2 2	Formative ISEL K-1: Phonemic Awareness Summative ISEL K-1: Phonemic Awareness	Shared Reading/Writing Guided Reading/Writing Independent Reading/Writing	See Phonemic Awareness Appendix <ul style="list-style-type: none"> • Picture/Word Sorts • Elkonin Boxes • Say It & Move It • Morning Message <i>Phonics Lessons, Letters Words, and How They Work-</i> <i>Fountas and Pinnell</i>

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Phonics/Word Study	1.A. Apply word analysis and vocabulary skills to comprehend selections. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Reading.1-4</i>	I explicitly teach, model, and provide planned opportunities for students to sound out unknown words. <ul style="list-style-type: none"> • consonant sounds-initial and final, • letter patterns and word families, • context, • consonant blends, • consonant digraphs, • vowels-long, short, diphthongs, vowel combinations, and r controlled, 	1 1 1 2 3 3	Formative ISEL K-1: Letter Sounds Summative ISEL K-1: Letter Sounds	Word Study Shared Reading/Writing Guided Reading/Writing Independent Reading/Writing Literacy Centers	See Phonics/Word Study Appendix <ul style="list-style-type: none"> • Word Walls • Picture/Word Sorts • Making Words • Cognates for ELL link <i>Phonics Lessons, Letters Words, and How They Work- Fountas and Pinnell</i>
Phonics/Word Study	1.A. Apply word analysis and vocabulary skills to comprehend selections. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Reading.1-4</i>	I explicitly teach, model, and provide planned opportunities for students to understand, write, and read. <ul style="list-style-type: none"> • compound words and contractions, and • common inflectional forms –s, –ed, –ing. 	3 3	Formative ISEL K-1: Letter Sounds Summative ISEL K-1: Letter Sounds	Word Study Shared Reading/Writing Guided Reading/Writing Independent Reading/Writing Literacy Centers	See Phonics/Word Study Appendix <ul style="list-style-type: none"> • Word Walls • Picture/Word Sorts • Making Words • Cognates for ELL link <i>Phonics Lessons, Letters Words, and How They Work- Fountas and Pinnell</i>

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Vocabulary	<p>1.B. Comprehend unfamiliar words using context clues and prior knowledge; verifying meanings with resource material.</p> <p>2.A. Understand how literary elements techniques are used to convey meaning.</p> <p>2.B. Read and interpret a variety of literary works</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>1.Listening.1-2</i> <i>1.Reading.1-3</i></p>	<p>I provide planned opportunities for students to listen to me read a wide variety of literature or text to discuss key vocabulary and concepts in the text.</p> <p>I explicitly teach and provide planned opportunities for students to learn new key vocabulary and academic content vocabulary.</p>	<p>1</p> <p>1</p>	<p>Formative ISEL K-1: Story Listening Comprehension Vocabulary</p> <p>Summative ISEL K-1: Vocabulary and Listening Comprehension</p>	<p>Read Aloud</p>	<p>See Vocabulary Appendix</p> <ul style="list-style-type: none"> • Read Aloud • Text Talk • Word Walls • Academic Content Vocabulary • Dialogic Teaching <p>Word/Concept Mapping</p>
Fluency	<p>1.A. Apply word analysis and vocabulary skills to comprehend selections.</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Reading.3-4</i></p>	<p>I explicitly teach and provide planned opportunities for students to learn and read high frequency words.</p>	<p>1</p>	<p>Formative ISEL K-1</p> <p>Summative ISEL K-1: Word Recognition</p> <p>Observation Survey: Word Test</p>	<p>Shared Reading/Writing</p> <p>Guided Reading/Writing</p> <p>Independent Reading/Writing</p> <p>Literacy Centers</p>	<p>See Fluency Appendix</p> <ul style="list-style-type: none"> • Word Walls <p>Revised Dolch Lists-Grade One</p>

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Comprehension	1.B. Comprehend unfamiliar words using context clues and prior knowledge; verifying meanings with resource material. 1.C. Comprehend a broad range of reading materials. 2.B. Read and interpret a variety of literary works. 5.B. Analyze and evaluate information from various sources. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> 2.Reading.5 2.Speaking.3	I explicitly teach, model, and provide planned opportunities for students to: <ul style="list-style-type: none"> • make logical predictions, • use information from the text to verify predictions, • connect important ideas in the text, • link the text to previous experiences and knowledge, • visualize, and • ask questions about text before, during and after reading. 	1	Formative ISEL K-1: Passage Reading Summative ISEL K-1: Passage Reading	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • KWL • DRTA www.readinglady.com/mosaic

First Grade Literacy Roadmap March 16, 2006

Appendixes will be continually updated and expanded to coordinate with district-wide staff development.

*Suggested time for introduction – Continuous reinforcement will be needed.

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***English Language Proficiency Standards are a work in progress.

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Literacy Component	ILS Standards	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Comprehension	<p>1.B. Comprehend unfamiliar words using context clues and prior knowledge; verifying meanings with resource material.</p> <p>1.C. Comprehend a broad range of reading materials.</p> <p>2.A. Understand how literary elements and techniques are used to convey meaning.</p> <p>2.B. Read and interpret a variety of literary works.</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Listening.1-2</i></p>	<p>I explicitly teach, model, and provide planned opportunities for students to read fictional text in order to identify:</p> <ul style="list-style-type: none"> • the setting, • the main characters, and • the problem/solution in a story. 	1	<p><u>Formative</u> ISEL K-1: Passage Reading</p> <p><u>Summative</u> ISEL K-1: Passage Reading</p>	<p>Think Aloud</p> <p>Read Aloud</p> <p>Shared Reading</p> <p>Guided Reading</p> <p>Independent Reading</p> <p>Literacy Centers</p>	<p>See Comprehension Appendix</p> <ul style="list-style-type: none"> • Story Map • Retelling <p>www.readinglady.com/mosaic</p>

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Comprehension	<p>1.C. Comprehend a broad range of reading materials.</p> <p>2.A. Understand how literary elements and techniques are used to convey meaning.</p> <p>2.B. Read and interpret a variety of literary works.</p> <p>5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Listening.1-2</i> <i>2.Speaking.1-3</i></p>	<p>I explicitly teach, model, and provide planned opportunities for students to read fictional text in order to:</p> <ul style="list-style-type: none"> • make simple connections from the story to events/people in their own lives, • retell and/or re-enact the main events in a story describing the beginning, middle, and end, • compare text by the same authors, and • summarize the text. 	<p>1</p> <p>2</p> <p>2</p> <p>3</p>	<p>Formative ISEL K-1 : Passage Reading</p> <p>Summative ISEL K-1: Passage Reading</p>	<p>Think Aloud</p> <p>Read Aloud</p> <p>Shared Reading</p> <p>Guided Reading</p> <p>Independent Reading</p> <p>Literacy Centers</p>	<p>See Comprehension Appendix</p> <ul style="list-style-type: none"> • Story Map • Venn Diagram • Retelling • DRTA • QARs <p>www.readinglady.com/mosaic</p>

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Literacy Component	ILS Standards	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Comprehension	<p>1.C. Comprehend a broad range of reading materials.</p> <p>2.A. Understand how literary elements and techniques are used to convey meaning.</p> <p>2.B. Read and interpret a variety of literary works.</p> <p>5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Reading.4</i></p>	I explicitly teach, model, and provide planned opportunities for students to read, and answer how, why, and what-if questions when reading informational text.	2	<p>Formative ISEL K-1: Passage Reading</p> <p>Summative ISEL K-1: Passage Reading</p>	<p>Think Aloud</p> <p>Read Aloud</p> <p>Shared Reading</p> <p>Guided Reading</p> <p>Independent Reading</p> <p>Literacy Centers</p>	<p>See Comprehension Appendix</p> <ul style="list-style-type: none"> • DRTA • QARs <p>www.readinglady.com/mosaic</p>
Comprehension	<p>1.B. Apply reading strategies to improve understanding and fluency.</p> <p>1.C. Comprehend a broad range of materials.</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Reading</i></p>	I explicitly teach and model and provide planned opportunities for students to ask clarifying questions when they do not understand what they are reading.	2	<p>Formative</p> <p>Summative</p>	<p>Think Aloud</p> <p>Read Aloud</p> <p>Shared Reading</p> <p>Guided Reading</p> <p>Independent Reading</p> <p>Literacy Centers</p>	<p>See Comprehension Appendix</p> <ul style="list-style-type: none"> • DRTA • QARs <p>www.readinglady.com/mosaic</p>

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Writing	<p>3.B. Compose well-organized and coherent writing for specific purposes and audiences.</p> <p>3.C. Communicate ideas in writing to address a variety of purposes.</p> <p>***<u>English Language Proficiency Standards</u> <i>Grade Level Cluster K-2</i> <i>2.Writing.1-5</i></p>	<p>I explicitly teach, model, and provide planned opportunities for students to use prewriting strategies to generate and organize ideas before writing:</p> <ul style="list-style-type: none"> • talking, • drawing, • brainstorming, • graphic organizers, or • story map. 	<p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p>	<p>Formative Six Traits Rubric</p> <p>Summative Six Traits Rubric</p>	<p>Modeled Writing</p> <p>Shared Writing</p> <p>Interactive Writing</p> <p>Guided Writing</p> <p>Independent Writing</p>	
Writing	<p>3.A. Understand how to use correct grammar, spelling, punctuation, capitalization, and structure.</p> <p>3.B. Compose well-organized and coherent writing for specific purposes and audiences.</p> <p>3.C. Communicate ideas in writing to address a variety of purposes.</p> <p>***<u>English Language Proficiency Standards</u> <i>Grade Level Cluster K-2</i> <i>2.Writing.4</i></p>	<p>I explicitly teach, model, and provide planned opportunities for students to write simple stories by:</p> <ul style="list-style-type: none"> • writing 2-3 sentences that are focused, • correctly using capitalization rules at the beginning of a sentence, names of people, and the pronoun I, • using punctuation end marks (period, question mark, exclamation point), • using developmentally correct spelling, • organizing with a beginning, middle, and end, • using descriptive words, • writing short paragraphs, and • editing message and mechanics. 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>Formative Six Traits Rubric</p> <p>Summative Six Traits Rubric</p>	<p>Modeled Writing</p> <p>Shared Writing</p> <p>Interactive Writing</p> <p>Guided Writing</p> <p>Independent Writing</p>	

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Writing	3.A. Understand how to use correct grammar, spelling, punctuation, capitalization, and structure. 3.B. Compose well-organized and coherent writing for specific purposes and audiences. 3.C. Communicate ideas in writing to address a variety of purposes. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Writing.3</i>	I explicitly teach, model, and provide planned opportunities for students to write a simple message , e.g. thank you notes, get well cards, letters, and reports by: <ul style="list-style-type: none"> • writing 2 – 3 complete sentences that are focused, • correctly using capitalization rules at the beginning of a sentence, names of people, and the pronoun I, • using punctuation end marks (period, question mark, exclamation mark), and • using developmentally correct spelling. 	3	<u>Formative</u> Six Traits Rubric <u>Summative</u> Six Traits Rubric	Modeled Writing Shared Writing Interactive Writing Guided Writing Independent Writing	