First Grade

Reader's Workshop

Solve Words - Use a range of strategies to read and understand words

- Use beginning and ending parts of words to solve them
- Use sounds related to vowels to solve words
- Recognize and use word parts (onsets and rimes) to solve words while reading
- Recognize many regular words on high-frequency words quickly and easily
- Make connections between words by letters, sounds, or spelling patterns
- Use what is known about a word to solve an unknown word while reading
- Take apart many new words "on the run"
- Take apart compound words to solve them
- Use sounds related to consonants and consonant clusters to solve words
- Use word parts (onsets and rimes) to efficiently take words apart while reading for meaning
- Remove the ending from base words to solve new words
- Use letter-sound analysis from left to right to read a new word
- Quickly and automatically recognize 100 - 150 or more high-frequency words within continuous text
- Recognize most words quickly
- Use language structure, meaning, and visual information in a coordinated way to solve words
- Use consonant and vowel sound-letter relationships to solve words
- Use letter clusters (blends and digraphs) to solve words
- Use known words and word parts (including onsets and rimes) to solve unknown words
- Connect words that mean the same or almost the same to derive meaning from the text
- Use context and pictures to derive the meaning of unfamiliar vocabulary
- Break down a longer word into syllables in order to decode manageable units
- Use letter-sound relationships in sequence to solve more complex words
- Use context to derive meaning of new words
- Demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, etc.)
- Demonstrate competent, active word solving while reading at a good pace-less overt problem solving
- Use meaning, structure, and visual information to solve words

Monitor and Correct - Check on accuracy and understanding and work to self-correct errors

- Reread the sentence or beginning of a phrase to problem solve, self-correct, or confirm
- Reread the sentence to search for and use information
- Use known words to self-monitor and self-correct

- Use sounds related to consonants and consonant clusters to monitor and correct reading
- Use meaning. language structure, and visual information to monitor and self-correct reading
- Reread a phrase to problem solve, self-correct, or confirm
- Use letter-sound relationships and word parts to monitor and self-correct reading
- Use relationships between sounds and letters, letter clusters, and large parts of words to monitor accuracy of reading
- Self-correct close to point of error (reread a phrase or word)
- Realize when more information is needed to understand a text
- Reread (at the phrase or word) to problem solve, self-correct, or confirm when needed but less frequently than in previous levels
- Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)
- Reread to confirm word solving by checking other sources of information

Search For and Use Information - Notice and use information sources (meaning, language structure, visual information)

- Notice details in pictures and use information to understand the text
- Reread to search for and use information from language structures or meaning
- Process texts with simple dialogue and some pronouns, all assigned to speakers
- Notice, search for, remember, and discuss information that is important to understanding
- Use all sources of information together to solve new words while reading
- Reread to search for and use information or confirm reading
- Search for specific facts in informational text
- Use simple organizational features (titles and headings)
- Notice and use readers' tools, such as table of contents, where applicable
- Search for and use all sources of information in the text
- Process texts with some split dialogue, all assigned to speakers
- Notice and use labels for pictures
- Use a table of contents to locate information in a texts
- Use some simple graphics, labeled pictures, that add information to the text
- Use simple readers' tools (table of contents, index, glossary) to find information in texts

Summarize - Remember important information and carry it forward

- Remember information to help in understanding the end of a story
- Recall important details after reading a text
- Recall a series of events in order
- Provide an oral summary of a text with appropriate details
- Remember the important information from a factual text
- Understand and talk about a simple sequence or events or steps
- Follow and reflect in discussion the multiple events of a story

- Identify and understand a set of related ideas in a text
- After reading, provide an oral summary with appropriate details in sequence
- Demonstrate understanding of sequence when summarizing a text
- Summarize narratives with multiple episodes as part of the same simple plot
- Follow and remember a series of events over a longer text in order to understand the ending
- Understand the problem of a story and its solution
- Report episodes in a text in the order they happened
- Summarize a longer narrative text with multiple episodes
- Identify important ideas in a text and report them in an organized way, either orally or in writing

Maintain Fluency - Read at a good rate, with phrasing, pausing, intonation, and appropriate stress

- Reflect language syntax and meaning through phrasing and expression
- Demonstrate appropriate stress on words in a sentence
- Demonstrate phrased, fluent oral reading
- Reflect punctuation through appropriate pausing and intonation while reading orally
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Read silently at a good rate
- Quickly and automatically solve most words in the text in a way that supports fluency

Adjust - Take action in flexible ways to solve problems or fit purpose and genre

- Slow down to problem solve words and resume good rate of reading
- Reread to solve words or think about ideas and resume good rate of reading
- Slow down or repeat to think about the meaning of the text and resume normal speed
- Have expectations for reading realistic fiction, simple animal fantasy, simple traditional tales, and easy informational books
- Demonstrate different ways of reading fiction and nonfiction texts

Predict - Think about what may happen next

- Use knowledge of language structure to anticipate the text
- Predict the ending of a story based on reading the beginning and middle
- Make predictions based on information gained through reading
- Make predictions based on knowledge of characters or type of story
- Support predictions with evidence from the text or personal experience and knowledge
- Make predictions about the solution to the problem of a story

- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence

Make Connections - Connect the text to personal and world knowledge as well as to other texts

- Make and discuss connections between texts and reader's personal experiences
- Make connections between the text and other texts that have been read or heard
- Recognize and apply attributes of recurring characters where relevant
- Bring background knowledge to the understanding of a text before, during, and after reading
- Bring knowledge from personal experiences to the interpretation of characters and events

Synthesize - Adjust present understandings to accommodate new knowledge

- Talk about what the reader already knows about a topic or character prior to reading
- Show evidence in the text of new ideas or information
- Discuss prior knowledge of content prior to reading
- Interpret and talk about characters' underlying motivations, attributes, and feelings
- Relate the content of the text to what is already known
- Identify new information from simple informational texts and incorporate into personal knowledge
- Differentiate between what is known and new information
- Identify new information and incorporate it into present understandings
- Demonstrate learning new content from reading
- Express changes in ideas after reading a text

Infer - Think about what the writer means but has not stated

- Infer and talk about characters' feelings, motives, and attributes
- Infer and talk about causes for feelings, motives, or actions
- See changes in characters across time and articulate possible reasons for development
- Show evidence in the print or pictures to support inference
- Infer causes and effects as implied in the text
- Interpret causes for feelings, motives, or actions
- Show empathy for characters and infer their feelings and motivations
- Use and interpret information from pictures without depending on them to construct meaning
- Justify inferences with evidence from the text
- Use and interpret information from pictures without depending on them to construct the meaning derived from reading words
- Infer characters' feelings and motivations through reading their dialogue
- Demonstrate understandings of characters, using evidence from text to support statements
- Infer cause and effect in influencing characters' feelings or underlying motives

- Infer causes of problems or of outcomes in fiction and nonfiction texts

Analyze - Notice aspects of the writer's craft and text structure

- Recognize whether a text is fiction or nonfiction
- Discuss the difference between photographs and drawings
- Recognize and discuss how print layout or features are used to reflect meaning (such as large or bold words)
- Understand that a story has a beginning, a series of events, and an end
- Recognize when the writer is presenting a sequence of events or set of directions
- Understand how writers use interesting characters and situations
- Understand what the writer has done to make a text surprising, funny, or interesting
- Recognize whether a text is realistic fiction or fantasy
- Identify chronological sequence where applicable
- Notice how the writer has selected interesting information for factual texts
- Recognize an informational text by its features
- Notice how writers or illustrators use layout and print features for emphasis
- Identify parts of a text (beginning, series of episodes, end)
- Notice writer's use of specific words to convey meaning (for example, *shouted, cried*)
- Identify a point in the story when the problem is resolved
- Discuss whether a story (fiction) could be true and tell why
- Discuss characteristics of genres (simple animal fantasy, easy factual texts, realistic fiction, traditional literature, plays)
- Understand, talk about, write, or draw when a writer has used description of compare and contrast.
- Notice some characteristics of genre (for example, traditional language, literary language, descriptive language)
- Difference between informational and fiction texts
- Understand and talk about when a writer has used underlying structures (description, compare and contrast, temporal sequence, problem and solution)
- Notice and speculate why the writer has selected information to present in particular ways (photograph, caption, boxes, pictures)

Critique - Think critically about the text

- Share opinions about the text as a whole (beginning, characters, ending)
- Express opinions about the information in a text
- Make judgments about characters or events in a text
- Express opinions about a text and state reasons
- Express opinions about the quality of a text
- Agree or disagree with the ideas in a text
- Notice how the illustrations are consistent (or inconsistent) with meaning and extend the meaning
- Judge the text as to whether it is interesting, humorous, or exciting, and specify why
- Discuss the quality of the illustrations or graphics
- Hypothesize how characters could have behaved differently

Writer's Workshop

Craft

- Informational
  - Write books and short pieces of writing that are enjoyable to read and at the same time give information to readers about a topic

- Narrative
  - Write an engaging beginning and satisfying ending to stories
  - Provide some descriptive details to make the story interesting
  - Tell events in the order that they occurred in personal narratives

Conventions

- Locate letter keys on a computer keyboard to type simple messages
- Use conventional sentence structure (noun + verb)
- Use noun + verb agreement
- Use prepositional phrases
- Use describing words
- Use lowercase letters unless otherwise needed.
- Use uppercase letters in titles, on proper nouns, and to begin sentences.
- Use periods, exclamation points, and question marks as ending marks
- Attempt unknown words through sound analysis

Writing Process

- Drafting/Revising
  - 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
- Understand procedural writing (how-to) as a list of sequential directions for how to do something and lists of what is needed
- Gather information for writing
- Tell about experiences or topics the way one would talk about them to others

Communication

- Speak clearly enough to be understood by others in conversation
- Enter a conversation appropriately
- Engage in turn-taking of conversation
- Sustain a conversation with a variety of audiences, including peers, teachers, and other adults.

- Participate actively in whole-class discussion or with peers as 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 text
- Form clear questions to gain information
- Ask many questions, demonstrating curiosity
- 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

Language and Word Study Workshop
Interactive Read-Aloud

- **Thinking Within the Text**
  - Pick up important information in a text and use it in a discussion
  - Talk about interesting and new information in a text
  - Recognize characters and report important details after reading
  - Follow the events of a plot with multiple events
  - Understand the problem in a story
  - Acquire understandings 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 picture
  - Use details from illustrations to support points made in discussion
  - Notice and ask questions when meaning is lost or understanding is interrupted
  - Understands the words while listening to a story or factual text
  - Derive meaning of new words from context

- **Thinking About the Text**
  - Notice words that the writer has used to make the story or content interesting

- **Thinking Beyond the Text**
  - Uses details from illustrations to support points made in discussion
  - Interpret illustrations
  - Make connections between familiar texts and discuss similarities and differences
  - Give reasons to support thinking

Shared Reading

- **Thinking Within the Text**
  - Notice and derive information from pictures
  - Acquire understanding of new words through repeated reading
  - Understand the meaning of words during reading

- **Thinking About the Text**
  - Notice how the writer has used language or words to make a text interesting or funny
  - Compare different versions of the same story, rhyme or traditional tale

- **Thinking Beyond the Text**
  - Make text-to-text, text-to-self, and text-to-world connections

Writing about Reading

- **Thinking within the text**
  - Notice and sometimes use new words from text

- **Thinking about the text**
  - Express opinions about a story or poem

Phonics, Spelling, and Word Study

- **Early Literacy Concepts**
  - Locate first and last letters of words in continuous text
  - Recognize one's name in isolation and in continuous text
  - Understand that you say one word for one group of letters when you read
  - Understand the concept of sentence (as a group of words with ending punctuation)
  - Understand the concept of *letter* and *word* (as a single character or a group of letters)
  - Understand the concepts of first and last in written language
  - Use left-to-right directionality of print and return to left in reading and writing
  - Use one's name to learn about words and make connections to words
  - Use spaces between words when writing
  - Match one spoken to one written word while reading and writing

- **Phonological Awareness**
  - Segment sentences into words
  - Hear and recognize word boundaries
  - Hear, say, connect, and generate rhyming words (fly, high, buy, sky)

- Blend two to four phonemes in words (d-o-g, dog, t-e-n-t)
- Segment words into phonemes (b-a-t, t-e-n-t)
- Connect words by the sounds (Mom, my)
- Manipulate phonemes (cat-at, and, sand)
- Hear and say beginning phonemes (sounds) in words (run/race, mom/make) and ending (win/fun, get/sit)
- Hear and say syllables (to-ma-to, can-dy, um-brel-la)

- **Letter Knowledge**
  - Categorize letters by features - by slant lines (v, w, x) and straight lines (p, l, b, d); by circles (o, b, g, p) and no circles (k, x, w, r); by tunnels (n, h); by tails (y, p, g); by no tails (r, s); by dots/no dots; by tall/short; by consonants/vowels
  - Distinguish letter forms
  - Make connections between words by recognizing letters (bat, big, ball), letter clusters (feat, meat, heat), and letter sequences
  - Recognize and produce the names of most upper- and lowercase letters
  - Identify a word that begins with the sound of each letter
  - Recognize consonants and vowels
  - Recognize letters that are embedded in words and in continuous text
  - Recognize uppercase and lowercase letters
  - Understand alphabetical order
  - Understand special uses of letters (capital letters, initials)
  - Use efficient and consistent motions to form letters when writing

- **Letter-Sound Relationships**
  - Recognize and use beginning consonant sounds and the letters that represent them to read and write words
  - Recognize that letter clusters (blends and digraphs: st, pl, sh, ch, th) represent consonant sounds
  - Hear and identify long (make, pail, day) and short (can, egg, up) vowel sounds in words and the letters that represent them
  - Recognize and use other vowel sounds (oo as in moon, look; oi as in oil; oy as in boy; ou as in house; ow as in cow; aw as in paw)

- **Spelling Patterns**
  - Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC)
  - Recognize that words have letter patterns that are connected to sounds (phonograms and other letter patterns)
  - Recognize and use the consonant-vowel-consonant (CVC) pattern (cab, fad, map)

- **High-Frequency Words**
  - Write a core of at least fifty high-frequency words (a, all, am, an, and, are, at, be, but, came, come, can, do, for, from, get, got, had, have, he, her, him, his, I, if, in, is, it, like, me, my, no, of, on, one, out, said, saw, see, she, so, that, the, their, then, there, they, this, to, up, was, we, went, were, with, you, your)
  - Read a core of at least fifty high-frequency words (a, all, am, an, and, are, at, be, but, came, come, can, do, for, from, get, got, had, have, he, her, him, his, I, if, in, is, it, like, me, my, no, of, on, one, out, said, saw, see, she, so, that, the, their, then, there, they, this, to, up, was, we, went, were, with, you, your)

- **Word Meaning and Vocabulary**
  - Concept Words
    - Recognize and use concept words (color names, number words, days of the week, months of the year)

  - Compound Words
    - Recognize and use simple compound words (into, myself, itself, cannot, inside, maybe, nobody)

  - Synonyms and Antonyms
    - Recognize and use synonyms (words that mean about the same: (begin/start, close/start, fix/mend, earth/world, happy/glad, high/tall, jump/leap)
    - Recognize and use antonyms (words that mean the opposite: hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start)

  - Homographs and Homophones
    - Recognize and use simple homophones (sound the same, different spelling and meaning: to/too/two, hear/here, blew/blue, there/their/they're)

- **Word Structure**
  - Syllables
    - Understand the concept of syllables and demonstrate by clapping (horse, a-way, farm-er, morn-ing, bi-cy-cle, to-geth-er, ev-er-y)
    - Understand how vowels appear in syllables (every syllable has a vowel)

  - Plurals
    - Understand the concept of plurals and plural forms: adding -s (dogs, cats, apples, cans, desks, faces, trees, monkeys); adding -es (when words end in x, ch, sh, s, ss, tch, zz)

  - Verb Endings

- - ■ Recognize and use endings that add -s to a verb to make it agree with the subject (skate/skates, runs/runs)
      - ■ Recognize and use endings that add -ing to a verb to denote the present participle (play/playing, send/sending)
      - ■ Recognize and use endings that add -ed to a verb to make it past tense (walk.walked, play/played, want/wanted)

    - ○ Contractions
      - ■ Recognize and understand contractions with am (I'm), is (he's), will (I'll), not (can't)

    - ○ Possessives
      - ■ Recognize and use possessives that add an apostrophe and an s to a singular noun (dog/dog's, woman/woman's, girl/girl's. boy/boy's)

    - ○ Base Words
      - ■ Remove the ending from a base word to make a new word (running/run)

- **Word-Solving Actions**
  - ○ Use known words to help in spelling new words
  - ○ Make connections between names and other words
  - ○ Recognize and locate words (names)
  - ○ Recognize and spell known words quickly
  - ○ Use the letters in names to read and write words (Chuck/chair, Mark/make)
  - ○ Use known words to monitor reading and spelling
  - ○ Use letters and and relationships to sounds to read and write words
  - ○ Use known words and word parts to help in reading and spelling new words (can, candy)
  - ○ Change beginning, middle, and ending letters to make new words (sit/hit, day/play, hit/hot, sheet/shirt, car/can/cat)
  - ○ Change onset or rime to make a new word (bring/thing, bring/
  - ○ Break words into syllables to read and write them

- **Conventions**
  - ○ Access and use simple programs on the computer (easy word-processing, games)
  - ○ Locate letter keys on a computer keyboard to type simple messages
  - ○ Use conventional sentence structure (noun + verb)
  - ○ Use noun + verb agreement
  - ○ Use prepositional phrases
  - ○ Use descriptive words
  - ○ Use lowercase letters unless otherwise needed
  - ○ Use uppercase letters in titles, on proper nouns, and to begin sentences

- Use periods, exclamation points, and question marks as ending marks
- Attempt unknown words through sound analysis