

KPBSD ELA CURRICULUM

1st GRADE – READING STANDARDS FOR LITERATURE

Desired Results

<p>PRIORITY STANDARDS</p> <p>1.RL.1. Ask and answer questions about a literary text using key details from the text.</p> <p>1.RL.3. Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.</p> <p>1.RL.5. Explain major differences between books that tell stories and books that give information (fiction, nonfiction, and poetry), drawing on a wide reading of a range of text types.</p> <p>1.RL.10. With prompting and support, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to first grade.</p> <p>SUPPORTING STANDARDS</p> <p>1.RL.2 Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.</p> <p>1.RL.4 Ask and answer questions about a literary text using key details from the text.</p> <p>1.RL.6 Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.</p> <p>1.RL.7 Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.</p> <p>1.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in stories.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to first grade with prompting and support,. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • How to use concepts about print/text to read for meaning and understanding. • How to develop mastery of all sound-symbol relationships. • How to demonstrate the ability to read unknown words in context. • How to read just right books with fluency, stamina, accuracy, and comprehension for a sustained period of time. • How to apply a variety of strategies to gain understanding of the text before, during, and after reading. • How to acquire new vocabulary through literature, concrete experiences, and study in the content areas. • How to comprehend and respond to short stories, poetry, articles, chapter books, and picture books. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is literature? • What types of things does literature teach us? • Why should first graders read and write? • What do good readers look like? • How do good readers acquire and record information? • How do good readers reflect and improve on their reading? • What do respectful, learning discussion look like? • How does organized story structure (beginning, middle, end) lead to understanding?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to ask and answer questions about important details in stories. • How to retell a story they know using important details and show that they know what the author is trying to teach. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Using agreed upon conversation skills to discuss literature. • Finding details to answer questions. • Using graphic organizers to record story elements. 	

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	<ul style="list-style-type: none"> • How to tell the characters, setting, and what happens in stories. • How to find words in a story or poem that tell about feelings. • How to tell the difference between fiction and nonfiction. • How to figure out who is telling a story at different parts in the story. • How to use the pictures and detail in a story to tell about its characters, setting, or events. • How to compare what happens to characters in stories. • How to read and understand first grade stories and poems. 	<ul style="list-style-type: none"> • Using graphic organizers to tell similarities and differences from text to text. • Using details from the text and graphics to tell story elements. • Using strategies to figure out tricky words in literature. • Asking and answering questions to clarify understanding of the story. • Locating and interpreting key details in illustrations and text. • Using details from text to answer/ask clarifying questions. • Clearly recording their thinking and learning about literature. • Retelling a story using key details from the text or illustrations. • Explaining the purpose or message/lesson of the story.
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Evidence

Evaluative Criteria	Assessment Evidence
Rubrics aligned to the standards	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Running Records (R-CBM) • Phonemic Awareness (PSF, LNF, LSF, NWF) • Benchmark Assessments • Raz Kids • Houghton-Mifflin Journeys Weekly Comprehension Assessments • Moby Max • MAPS <p>OTHER EVIDENCE:</p> <p>Anecdotal Records Teacher Observations Classroom Discussions Collaboration with Peers</p>

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Vocabulary

Details	Ending	Fiction
Questions	Lesson	Nonfiction
Ask	Moral	Narrator
Answer	Sequence	Dialogue
Text	Describe	Quotations
Information	Characters	Author
Retell	Setting	Illustrator
Details	Plot	Events
Main Event	Poems	Compare
Story	Senses	Contrast
Problem	Feelings	Experiences
Resolution	Poetry	Predict
Solution	Narrative	

Technology Skills

I can...

- Log In/Log Off with own ID and password, do simple text entry, access the start menu and desktop, print, scroll up and scroll down, close window appropriately, shut down computer appropriately
- Use and talk about the keyboard keys: space bar, cursor, shift
- Use and care for equipment in a respectful way.
- Identify technology equipment: computer, printer, mouse (move to wake up computer)
- Adjust the volume for my computer
- Open and use a computer program from the menu or icons
- Select a website from the District Favorites
- Read information from the World Wide Web with assistance
- Produce and save a document using a word processing program
- List potential dangers in digital environments and know how to report unsafe situations