

# Kittery School District

## Grade 1 CC English Curriculum for 2015-2016

### FOUNDATIONAL SKILLS

- Decode regularly spelled one-syllable words.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Demonstrate understanding of the organization and basic features of print.
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Read grade-level text with purpose and understanding.
- Read with sufficient accuracy and fluency to support comprehension.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Concepts of print	- I can tell you that the first word in a sentence always starts with a capital letter. - I can tell you that there needs to be an end mark at the end of a sentence. Ex. a period (.), question mark (?), or exclamation point (!)
Syllabification	- I can blend sounds together and say the word they make. Ex. /ch/+/aw/+/p/=chop
Consonant sounds	- I can tell you each sound I hear in a word, in the correct order. Ex. in "igloo" I hear /i/+/g/+/l/+/oo/; in "stop" I hear /s/+/t/+/aw/+/p/ - I can tell you if the vowel sound I hear in a word is a long vowel sound. Ex. the "a" is long in the word "cake" - I can tell you if the vowel sound I hear in a word is a short vowel sound. Ex. the "a" is short in the word "cat" - If you tell me a word, I can break it up and tell you the first sound, the middle vowel sound, and the last sound in the word. Ex. big=/b/+/i/+/g/
Consonants	- I can sound out words with letters that combine to make one sound (consonant digraphs). Ex. "sh", "th", "wh"; in "wish" you do not hear /w/+/i/+/s/+/h/, you hear /w/+/i/+/sh/
Vowels	- I can read long vowel words that follow "vowel team" spelling patterns. - I can read words that follow the "final -e" spelling pattern. - I can use the knowledge that every syllable must have a vowel sound, so I can use that to help me figure out how many syllables are in a written word.
Sight words	- I can read grade 1 sight words. Ex. words that can't be sounded out: does, what, of, said, are
Decoding	- I can read regularly spelled one-syllable words. Ex. take, cup, bike, men - I can read two-syllable words by breaking the words into syllables. Ex. pebble = peb-ble - I can read words with inflectional endings. Ex. plays, played, playing
Individual reading fluency	- I can accurately read grade 1 texts aloud. - I can read and understand grade 1 texts. - I can read grade-level texts aloud at the right speed. - I can read grade-level texts aloud with expression.

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### LITERATURE

- Ask and answer questions about key details in a literary text.
- Compare and contrast the adventures and experiences of characters in stories.
- Describe characters, settings, and major events in a story, using key details.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a literary text.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Use illustrations and details in a story to describe its characters, setting, or events.
- With prompting and support, read prose and poetry of appropriate complexity for grade 1.

INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Key details	<ul style="list-style-type: none"> <li>- I can answer questions about key details in the book I am reading.</li> <li>- I can ask questions about key details in the book I am reading.</li> <li>- I can retell a story I've read, including key details.</li> </ul>
Characters	<ul style="list-style-type: none"> <li>- I can use details from a story to describe the characters in the story.</li> </ul>
Setting	<ul style="list-style-type: none"> <li>- I can use details from a story to describe the story's setting.</li> </ul>
Main events	<ul style="list-style-type: none"> <li>- I can use details from a story to describe the important events in the story.</li> </ul>
Central message or lesson	<ul style="list-style-type: none"> <li>- I can retell a story I've read and show that I understand the author's message or lesson.</li> </ul>
Words and phrases	<ul style="list-style-type: none"> <li>- I can point out words and phrases in stories or poems that are about feelings. Ex. angry, thrilled, awful, tired</li> <li>- I can point out words and phrases in stories or poems that trigger my senses. Ex. soft, stinky, noisy</li> </ul>
Genre	<ul style="list-style-type: none"> <li>- I can tell you the major differences between books that tell stories and books that give information.</li> </ul>
Narrator	<ul style="list-style-type: none"> <li>- I can tell you who is telling the story during different parts in a book.</li> </ul>
Within text connections	<ul style="list-style-type: none"> <li>- I can use the pictures and details in a story to describe the characters, setting, or what happens.</li> </ul>
Text to text connections	<ul style="list-style-type: none"> <li>- I can tell you how the adventures of characters in stories are the same and are different.</li> <li>- I can tell you how the experiences of characters in stories are the same and are different.</li> </ul>
Individual reading	<ul style="list-style-type: none"> <li>- I can read and understand poetry that is at the grade 1 level - getting help only when I need it.</li> <li>- I can read and understand stories that are at the grade 1 level - getting help only when I need it.</li> </ul>

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### INFORMATIONAL TEXT

- Ask and answer questions about key details in an informational text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.
- Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Identify the main topic and retell key details of an informational text.
- Identify the reasons an author gives to support points in an informational text.
- 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.
- Use the illustrations and details in a text to describe its key ideas.
- With prompting and support, read informational texts appropriately complex for grade 1.

INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Key details	<ul style="list-style-type: none"> <li>- I can answer questions about key details in the book I am reading.</li> <li>- I can ask questions about key details in the book I am reading.</li> <li>- I can retell the key details from the informational text I am reading.</li> </ul>
Main topic	<ul style="list-style-type: none"> <li>- I can figure out the main topic of the informational text I am reading.</li> </ul>
Text-based connections	<ul style="list-style-type: none"> <li>- I can describe the connection between two people, events, ideas, or pieces of information in an informational text.</li> <li>- I can describe the connection between two individuals, events, ideas, or pieces of information in an informational text.</li> </ul>
Words and phrases	<ul style="list-style-type: none"> <li>- I can answer questions about words or phrases I don't know in an informational text.</li> <li>- I can ask questions about words or phrases I don't know in an informational text.</li> </ul>
Text features	<ul style="list-style-type: none"> <li>- I can point out information I learn from the words in a text and information shown in pictures.</li> <li>- I know and use tricks to find key facts or information in a text. Ex. table of contents, glossary, headings</li> </ul>
Visual elements	<ul style="list-style-type: none"> <li>- I can use details from the pictures and words to help me explain the important ideas from an informational text.</li> </ul>
Argument and claims	<ul style="list-style-type: none"> <li>- I can tell you the reasons an author gives to support his or her points.</li> </ul>
Cross-text exploration	<ul style="list-style-type: none"> <li>- I can tell you how two texts on the same topic are the same and how they are different.</li> </ul>
Individual reading	<ul style="list-style-type: none"> <li>- I can read and understand informational texts that are at the grade 1 level - getting help only when I need it.</li> </ul>

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### WRITING

- 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).
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 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.
- 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.

INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Opinion writing	- I can write my opinion about a book by: starting with a sentence saying the name of the book I read, then telling how I feel about it and why, and ending with a closing sentence.
Informative\Explanatory writing	- I can write about a topic by: starting with a sentence saying the name of the topic, then telling some facts about it, and ending with a closing sentence.
Narrative writing	- I can write about something that happened by: using details to say what happened, in the order it happened, and ending with a closing sentence.
Writing process	<ul style="list-style-type: none"> <li>- I can get ideas from my teacher and classmates about where I need to focus and include more details to improve my writing.</li> <li>- I can work with my teacher and classmates to create and publish writing using digital tools.</li> </ul>

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### LANGUAGE

- Capitalize dates and names of people.
- 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).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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.
- 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 meaning.
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Print all upper- and lowercase letters.
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Use commas in dates and to separate single words in a series.
- Use common, proper, and possessive nouns.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Use determiners (e.g., articles, demonstratives).
- Use end punctuation for sentences.
- Use frequently occurring adjectives.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use 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).
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Printing	<ul style="list-style-type: none"> <li>- I can print all my lowercase letters.</li> <li>- I can print all my uppercase letters.</li> </ul>
Noun	<ul style="list-style-type: none"> <li>- I can use common, proper, and possessive nouns.</li> <li>- I can use singular and plural nouns with matching verbs in basic sentences. Ex. He hops. We hop.</li> </ul>
Pronoun	<ul style="list-style-type: none"> <li>- I can use personal, possessive, and indefinite pronouns. Ex. I, me, my; they, them, their, anyone, everything</li> </ul>
Verb	<ul style="list-style-type: none"> <li>- I can use verbs to show that something happened in the past, present, or future. Ex. Yesterday I walked home. Today I walk home. Tomorrow I will walk home.</li> </ul>
Adjective	<ul style="list-style-type: none"> <li>- I can use words to describe people, places, and things.</li> </ul>
Article	<ul style="list-style-type: none"> <li>- I can use articles in my writing. Ex. the, a, an</li> </ul>
Conjunction	<ul style="list-style-type: none"> <li>- I can use conjunctions in my writing. Ex. and, but, or, so, because</li> <li>- I can use conjunctions to signal simple relationships. Ex. I named my hamster Nibblet [because] she nibbles too much.</li> </ul>
Preposition	<ul style="list-style-type: none"> <li>- I can use prepositions in my writing. Ex. during, beyond, toward</li> </ul>
Complete sentence	<ul style="list-style-type: none"> <li>- If you give me a prompt, I can write and expand declarative sentences.</li> <li>- If you give me a prompt, I can write and expand exclamatory sentences.</li> <li>- If you give me a prompt, I can write and expand imperative sentences.</li> <li>- If you give me a prompt, I can write and expand interrogative sentences.</li> <li>- If you give me a prompt, I can write and expand simple and compound sentences.</li> </ul>
Capitalization	<ul style="list-style-type: none"> <li>- I can capitalize dates and names of people.</li> </ul>
End marks	<ul style="list-style-type: none"> <li>- I can use punctuation at the end of a sentence.</li> </ul>
Comma	<ul style="list-style-type: none"> <li>- I can use commas in dates.</li> <li>- I can use commas to separate items in a list.</li> </ul>
Phonetic spelling	<ul style="list-style-type: none"> <li>- If I don't know how to spell a word, I can use what I know about letter sounds to try to spell it.</li> </ul>
Conventional spelling	<ul style="list-style-type: none"> <li>- I can spell common words and some sight words.</li> </ul>
Strategies for determining word meaning	<ul style="list-style-type: none"> <li>- I can figure out the root word, even when it shows up in a different word. Ex. looks, looked, looking</li> <li>- I can use different strategies to figure out the meaning of confusing words I see in class and in my reading.</li> <li>- I can use the context to help me figure out the meaning of a word.</li> <li>- I can use what I know about common prefixes and suffixes to help me figure out the meaning of a word. Ex. happy/unhappy, tell/retell</li> </ul>
Word relationships and nuance	<ul style="list-style-type: none"> <li>- I can act out the meaning of action words to help me understand the slight differences between them. Ex. look, peek, glance, stare, glare, scowl</li> <li>- I can act out the meaning of descriptive words to help me understand the slight differences between them. Ex. large, gigantic; small, miniscule</li> <li>- I can define a word by category and by one or more key characteristic. Ex. a duck is a bird that swims; a tiger is a large cat with stripes</li> <li>- I can identify real-life connections between words and their use. Ex. note places at home that are cozy</li> <li>- I can sort words into categories in order to better understand them. Ex. colors, clothing</li> <li>- I can work with my teacher and classmates to explore the relationships between words and word meanings.</li> </ul>
Vocabulary use	<ul style="list-style-type: none"> <li>- I can use words and phrases I learn during conversations, while reading and being read to, and from responding to texts.</li> </ul>

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### SPEAKING AND LISTENING

- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 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).
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3.)

INSTRUCTIONAL CONTENT	SKILLS TO BE DEMONSTRATED BY STUDENTS
Communication and collaboration skills	<ul style="list-style-type: none"> <li>- I can ask questions during a conversation if I am confused about the topic, or about something that is said.</li> <li>- I can build on what someone else says during a conversation.</li> <li>- I can follow the rules when we have a discussion. Ex. listening to others and taking turns speaking</li> <li>- I can talk with my teacher and classmates about the things we read and learn in class. Ex. small and large group discussions</li> </ul>
Aural comprehension skills	<ul style="list-style-type: none"> <li>- I can ask and answer questions about what a speaker says in order to get more information, or to clarify something I'm confused about.</li> <li>- I can ask and answer questions to make sure I understand the important details of what we are listening to, or talking about.</li> </ul>
Presentation structure	<ul style="list-style-type: none"> <li>- I can use relevant details to clearly describe people, places, things, events, and to express my ideas and feelings.</li> </ul>
Visual and multimedia presentation materials	<ul style="list-style-type: none"> <li>- When I speak, I can show items or drawings to clarify my ideas, thoughts, and feelings.</li> </ul>
Attention to audience	<ul style="list-style-type: none"> <li>- I can speak in complete sentences when I am supposed to. Ex. based on task and situation</li> </ul>