

**Ledyard Public Schools  
GRADE 1**

**GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods.** **Standards 1 and 2**

**Performance Standard/Student Outcome 1A: The student will know how to gain general understanding.**

**OBJECTIVES/EVIDENCE**

**The student will read and respond to demonstrate general understanding by: *1.1d, 1.1f***

1. Identifying story elements of characters and setting (beginning of story), problem (middle of story), and solution (end of story).
2. Retelling a story to include characters, setting, problem, and solution. *1.1c*
3. Using information from the text to make a prediction. (*What do you think will happen next? What makes you think so?*) *1.1a, 1.2a*

**CSDE Grade Level Expectations:**

**The student will:**

- Answer “who,” “what,” “when,” “where,” “why” and “how” questions about nonfiction text.
- Identify story elements, e.g., characters, setting, plot, theme, conflict and point of view.
- Identify the topic of and two facts about nonfiction text.
- Summarize information with a beginning, middle and end.
- Follow one-step written directions.



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**Performance Standard/Student Outcome 1B: The student will know how to develop interpretation.**

**OBJECTIVES/EVIDENCE**

**The student will read and respond to develop an interpretation by *citing evidence from the text and by: 1.1b***

1. Understanding text structure of fairy tales by responding to questions such as: *Could this story really happen? Why or why not? What makes this a fairy tale?* and understanding the difference between fiction and non-fiction, rhymes and fairy tales. **1.1d, 2.1b, 2.1a**
2. Drawing conclusions about the author's purpose by responding to questions such as: *Why do you think the author...? 1.1e*
3. *Using specific details and illustrations to answer questions such as: What words did the author use to make you think...? 1.2d, 1.2a, 2.1d, 2.4f*

**CSDE Grade Level Expectations:**

**The student will:**

- Identify whether text is fiction or nonfiction.
- Support oral and written responses with evidence from text.



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**Performance Standard/Student Outcome 1C: The student will know how to make connections to text. 1.1, 1.2, 2.2, 2.3**

**OBJECTIVES/EVIDENCE**

**The student will read and respond *citing evidence from the text* to connect or associate the text with their life/experiences.**

1. Making connections text to text (books), text to self (experiences), text to world.
2. Using relevant information within the text to write a personal response to the text.

**CSDE Grade Level Expectations:**

**The student will:**

- Make text-to-self and text-to-text connections.



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**Performance Standard/Student Outcome 1D: The student will know how to examine the content and structure of texts.**

**OBJECTIVES/EVIDENCE**

**The student will read and respond, citing (evidence from the text), to examine the content and structure of texts by:**

1. Using information from the text to make a prediction about what the author will do next. **1.2a**
2. Evaluating explicit information by answering questions such as: *You can tell from this story that the author thinks the character is . . .* **2.2b, 1.2b, 1.2a, 1.4b**
3. Responding or extending with relevant information such as: *Why do you think the author wrote this? Did you like the \_\_\_\_\_? How would you change it?* **1.2a, 1.4b, 2.4b, 2.4c, 2.4d, 2.4e**
4. Demonstrating an awareness of ethics, customs, or beliefs in application of social studies readings. **2.3b, 2.3c, 2.4a**
5. **Identifying a fact or opinion. 1.2c**

**CSDE Grade Level Expectations:**

**The student will:**

- Identify the words an author or speaker uses to create an image in the reader's mind.
- Develop and ask one question that would provide more information about a topic after reading a nonfiction text.
- Write a different ending to a story.



## GRADE 1

**Performance Standard/Student Outcome 1E: The student will develop fluency through independent reading.**

### OBJECTIVES/EVIDENCE

**The student will develop fluency by reading independently throughout the year. 1.2g**

### CSDE Grade Level Expectations:

#### The student will:

- Read aloud, attending to punctuation, e.g., pause at commas and periods, use inflection with question marks, excitement with exclamation marks.
- Read aloud familiar informational/expository text and literary/narrative text in a manner that sounds like natural speech.
- Read aloud, while comprehending, unpracticed grade-level text at a rate of 40-90+ words per minute.

| Assessment/Data Collection  | Strategies/Activities   | Resources   |
|---|---|---|
| DRA Oral Reading Fluency Assessment<br>(Levels 14 and above)<br>Teacher observation<br>Reading Record Log | <p><b>Required Activities</b></p> <p>Teacher assists students in book selections using DRA and other data.</p> <p>Rereading</p> | <p>Student assessment data<br/>DRA Focus for Instruction<br/>Language Arts Curriculum Addendum<br/>Home/school/class/community libraries<br/>Poetry<br/>Songs</p> |

## GRADE 1

**GOAL 2: Students create works using the language arts in visual, oral, written or performance-based forms while applying the conventions of edited English.**

**Standards 3 and 4**

**Performance Standard/Student Outcome 2A: The student will understand the principles of process writing and use these principles to plan and compose written pieces that demonstrate competence in the forms and structures of writing.**

### OBJECTIVES/EVIDENCE

**The student will know how to plan and compose written pieces that demonstrate: 3.1c, 4.2a, 4.2b, 3.2c**

1. Organization (beginning, middle, end), and use of complete sentences.
2. Sequence (beginning, middle, end).
3. Description of the beginning, middle and end of the story, and use of descriptive words.

#### CSDE Grade Level Expectations: Writing Process

**Plan:** generate ideas, e.g., brainstorm, sketch, web.

**Draft:** complete a draft with three or more related sentences, using ideas generated in the planning stage.

**Revise:** revise a completed draft by adding, deleting and/or rearranging words.

**Edit:** edit drafts for errors in beginning capitalization and ending punctuation.

**Publish/Present:** publish and present completed drafts, e.g., Author's Chair, PowerPoint, reading aloud to parents.

**Reflect:** state the way in which changes to the writing made it better, e.g., maintain an interactive portfolio.

#### CSDE Grade Level Expectations: Writing Genres, Traits and Crafts

##### **Descriptive:**

- Write details about a topic, e.g., favorite food, favorite place.
- Use adjectives.

##### **Narrative:**

- Write personal and fictional narratives that consist of three or more related sentences.
- Use action verbs.
- Demonstrate voice, e.g., tone, expressive language.

##### **Expository:**

- Write personal correspondence, e.g., e-mail, thank you note, friendly letter.
- Write to explain a process, e.g., how to make a sandwich, how to enter class ready to work.

##### **Persuasive:**

- Write reasons for liking something, e.g., school, book, best friend, pet.

##### **Poetic:**

- Write two or more lines of rhymed poetry, e.g., nursery rhyme.

**GRADE 1**

| <b>ASSESSMENT/DATA COLLECTION</b>  | <b>STRATEGIES/ACTIVITIES</b><br><i>*See strategies grids</i>  |  | <b>RESOURCES</b>  |
|--|---|--|---|
| <p><b>Formal</b><br/>Spring writing sample<br/>Rubric</p> <p><b>Informal</b><br/>Written pieces throughout the year<br/>Journals</p> | <p><b>Required Strategies</b><br/>Graphic organizers to include<br/>T charts, story plans (B, M, E)</p> <p><b>Required Activities</b><br/><i>Listen to and read a variety of genres as models/mentor texts 3.1b</i><br/>Language Experience Stories<br/>Process writing<br/>Shared writing<br/>Prewriting activities<br/>Modeling/Guided Practice<br/><b><i>Kidwriting (fall)</i></b><br/>Vocabulary expansion<br/>Use of student work for<br/>revising and editing</p> | <p><b>Suggested Strategies/Activities</b><br/>Morning message/Daily News<br/>Word banks<br/>Class books/spin offs<br/>Individual books<br/>Author’s chair<br/>Journals</p> | <p><b>Instructional</b><br/>Student work<br/>Language Arts Curriculum Addendum<br/>Literature models</p> <p><b>Instructional</b><br/>Student Assessment Data<br/><br/><i>Getting Ready to Write</i> by Empowering Writers<br/><br/>Ledyard high frequency word list<br/><i>Kidwriting</i> by Felgus<br/>Wright Skills<br/>Kidwriting sound charts</p> |

## GRADE 1

**Performance Standard/Student Outcome 2B: The student will revise and edit written pieces.**

### **OBJECTIVES/EVIDENCE**

**The student will revise and edit for: 4.3a, 4.3c, 4.2a, 4.3b**

1. Spelling using developmentally appropriate words from the Grade 1 word list and transitional spelling where appropriate.
2. Capitalization of the pronoun I and the first word in a sentence, people's names, months, days, and holidays, and lower case for common nouns.
3. Punctuation using end marks (period, question mark, and exclamation point), and the apostrophe in simple contractions. (I'm, I'll, we'll, can't, isn't, don't)
4. Legible handwriting

#### **CSDE Grade Level Expectations: Spelling**

- Use high-frequency words.
- Use spelling approximations, including beginning, middle and ending sounds and conventional spelling of common words:
  - onset and rime, e.g., *bat, cat, fat; man, fan, can*
  - short vowel patterns, e.g., *hat, pet, sip, mop, cut*
  - blends, e.g., *st, tr, dr, br*
  - digraphs, e.g., *sh, th, ch**long vowel silent e, e.g., make, like*

#### **CSDE Grade Level Expectations: Capitalization/Punctuation/Usage**

- Use periods, question marks and exclamation points.
- Use nouns, verbs and adjectives.
- Use simple singular and plural nouns, e.g., *house/houses, girl/girls*
- Use capital letters for the first word in a sentence.

#### **CSDE Grade Level Expectations: Handwriting**

- Print legibly, e.g., size, spacing, formation, uppercase and lowercase.

**GRADE 1**

| <b>ASSESSMENT/DATA COLLECTION</b>  | <b>STRATEGIES/ACTIVITIES</b><br><br>*See strategies grids   |   | <b>RESOURCES</b>   |
|--|---|---|--|
| <p><b>Formal</b><br/>Spring writing sample<br/><i>6 pt. rubric</i></p> <p><b>Informal</b><br/><i>Winter prompt</i><br/>Written pieces throughout the year<br/>High-frequency words in everyday writing</p> | <p><b>Required Strategies</b></p> <p><b>Required Activities</b><br/>Use of student work for<br/>revising and editing</p> <p><i>Modeling/Guided Practice</i></p> | <p><b>Suggested Strategies/Activities</b></p> | <p><b>Instructional</b><br/>Student work<br/>Language Arts Curriculum Addendum</p> <p><b>Teacher</b><br/>Student assessment data<br/><i>Sitton Spelling Sourcebook</i><br/><i>Getting Ready to Write</i> by Empowering Writers<br/>Ledyard high-frequency word list<br/><i>Wright Skills</i></p> |

## GRADE 1

**Performance Standard/Student Outcome 2C: The student will know how to produce oral and visual presentations.**

### OBJECTIVES/EVIDENCE

**The student will listen to and produce oral presentations with attention to: 3.2a, 3.2b, 1.3c, 3.1a, 3.2f, 4.2b**

1. Voice quality
2. Eye contact
3. Appropriate use of oral language
4. Message (direct link to topic)
5. *Audience*

### OBJECTIVES/EVIDENCE

**The student will view and produce visual presentations with attention to: 3.2a, 3.2b, 3.2f, 4.2b**

1. Clarity
2. Message (direct link to topic)
3. Organization
4. *Format (written, oral or visual)*

| ASSESSMENT/DATA COLLECTION                       | STRATEGIES/ACTIVITIES  |  | RESOURCES  |
|--|--|--|--|
|  | *See strategies grids  |  |  |
| <b>Formal</b><br>Rubric                          | <b>Required Strategies</b>   | <b>Suggested Strategies/Activities</b><br>Social studies performance tasks | <b>Instructional</b><br>Social Studies performance tasks<br>Student Assessment Data    |
| <b>Informal</b><br>Teacher observation checklist | <b>Required Activities</b><br>Show and Tell<br>Sharing projects<br>Experience stories<br><i>Modeling/Guided Practice</i> | Class books<br>Author's chair<br>Sequence (beginning, middle, end)         | <b>Teacher</b><br>Social studies curriculum guide<br><i>Rigby Literacy 2000</i> manual |

## GRADE 1

***Performance Standard/Student Outcome 2D: The student will recognize and use variations of language appropriate to purpose, audience and task.***

***OBJECTIVES/EVIDENCE***

***The student will apply the conventions of standard English in oral, written and visual communication by: 4.1a, 4.1b***

1. Reading, listening to and telling stories from a variety of cultures.
2. Discussing the similarities and differences in the way language is used.

| <b>ASSESSMENT</b>   | <b>STRATEGIES/ACTIVITIES</b>   |   | <b>RESOURCES</b>   |
|---|--|---|--|
| <p><b>Informal</b></p> <p>Discussions</p> <p>Writing Samples</p> <p>Journals</p> <p>Presentations</p> | <p><b>Required</b></p> <p>Discussions regarding</p> <ul style="list-style-type: none"> <li>- how author expresses thoughts</li> <li>- how authors use language</li> <li>- reasons for variations</li> </ul> <p>Compare / contrast differences in language in a variety of text</p> | <p><b>Suggested</b></p> <p>Author studies</p> <p>Write different versions of same text appealing to different audiences</p> | <p>A variety of genres to include fiction, non-fiction, and multi-cultural texts</p> |

**GRADE 1**

**GOAL 3: Students will gather, analyze, and respond to information from primary and secondary sources using available forms of media and technology.** **Standards 1, 2, 3 and 4**

**Performance Standard/Student Outcome 3: The student will know how to use research and study skills to gather and respond to information.**

**OBJECTIVES/EVIDENCE**

**The student will use research and study skills to gather information by: 3.2d**

1. Using the picture dictionary as reference material
2. Classifying categories of words to include identification of nouns and adjectives
3. Alphabetizing by first letter
4. Using available technology
5. Reading simple written instructions

| <b>ASSESSMENT/DATA COLLECTION</b>   | <b>STRATEGIES/ACTIVITIES</b>  |  | <b>RESOURCES</b>  |
|---|---|--|---|
|   | <b>*See strategies grids</b>  |  |   |
| <b>Formal</b><br><br><b>Informal</b><br>Student projects<br>Teacher observation<br>KWL charts | <b>Required Strategies</b><br>KWL<br><br><b>Required Activities</b><br><i>Modeling/Guided Practice</i><br>Dictionary<br>Direct content area vocabulary instruction (top ten brainstorming, list expansion)<br>Synonyms, antonyms, classification of nouns, adjectives | <b>Suggested Strategies/Activities</b><br>Literacy Centers<br>Alphabet books<br>Student projects<br>Observation journals | <b>Instructional</b><br>Non-fiction text<br>BIG 6 (Super 3)<br>Weekly news magazines<br>Social Studies Performance Tasks<br>Student Assessment Data<br><br><b>Teacher</b><br>Technology curriculum manual |

## GRADE 1

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|---|---|---|--|
| <b>GOAL 4: Students will choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.</b>   |   |   |  |
| <b>Standards 1, 2, 3 and 4</b>  |   |   |  |
| <b>Performance Standard/Student Outcome 4A: The student will use appropriate strategies to determine unknown words.</b>   |   |   |  |
| <b>OBJECTIVES/EVIDENCE</b>  |   |   |  |
| <b>The student will use appropriate strategies to recognize unknown words or determine their meaning: <i>1.1b, 1.3a, 1.3c, 1.3d</i></b>   |   |   |  |
| <ol style="list-style-type: none"> <li>1. Cueing systems               <ul style="list-style-type: none"> <li>m – Meaning (semantic)</li> <li>s - Structure (grammar)</li> <li>v - Visual (graphophonic) – refer to graphophonics chart</li> </ul> </li> <li>2. Text features</li> <li>3. Context clues</li> <li>4. Vocabulary (synonyms, antonyms, high-frequency words for reading and writing)</li> <li>5. Compound words</li> </ol> |   |   |  |
| <b>ASSESSMENT/DATA COLLECTION</b>   | <b>STRATEGIES/ACTIVITIES</b><br><br><b>*See strategies grids</b>  |   | <b>RESOURCES</b>   |
| <b>Formal</b><br>DRA (fall, winter, spring)<br>Ledyard Gr. 1 high frequency word list<br>Concepts about Print checklist (as needed)<br>Running records  | <b>Required Strategies</b><br>Strategy Prompts<br><i>Spot and dot (Wright Skills)</i><br><b>Required Activities</b><br>Word walls<br>Modeling/Guided Practice<br>Shared reading<br>Guided reading<br>Morning Message<br>Shared writing<br>Interactive writing<br><i>Wright Skills</i> | <b>Suggested Strategies/Activities</b><br>Word Configurations<br>Literacy Centers | <b>Instructional</b><br>Leveled text<br>Student Assessment Data<br><b>Teacher</b><br><i>Systematic Sequential Phonics (SSP)</i> by Cunningham<br><i>Word Matters</i> by Fountas and Pinnell<br><i>Rigby Literacy 2000 Manual</i><br><i>The Observation Survey</i> by Marie Clay<br>Cueing systems and strategy prompts<br><i>Wright Skills</i> |
| <b>Informal</b><br>Running records<br>Teacher observation   |   |   |  |

## GRADE 1

| <b>Performance Standard/Student Outcome 4B: The student will demonstrate phonological awareness.</b>  |   |  |   |
|---|---|--|---|
| <b>OBJECTIVES/EVIDENCE</b>  |   |  |   |
| <p><b>The student will demonstrate phonological awareness by: 1.3a</b></p> <ol style="list-style-type: none"> <li>1. Identifying the last phoneme in a word</li> <li>2. Segmenting one-syllable words into phonemes</li> <li>3. Blending orally three to four presented phonemes into one-syllable words</li> <li>4. Deleting phonemes</li> <li>5. Substituting phonemes</li> </ol> |   |  |   |
| <b>ASSESSMENT/DATA COLLECTION</b>   | <b>STRATEGIES/ACTIVITIES</b>  |  | <b>RESOURCES</b>  |
|   | *See strategies grids   |  |   |
| <p><b>Formal</b><br/>Ledyard Phonological Assessment as needed</p> <p><b>Informal</b><br/>Teacher observation</p>   | <p><b>Required Strategies</b></p> <p><b>Required Activities</b></p> <p>Direct instruction</p> <p>Guided practice</p> <p>Oral language activities</p> <p>Morning message</p> <p>Shared reading</p> <p><b>Wright Skills</b></p> | <p><b>Suggested Strategies/Activities</b></p> <p>Magnetic letters</p> <p>Whiteboards</p> <p>Elkonian Boxes</p> <p>Games, songs, poems and rhymes</p> | <p><b>Instructional</b></p> <p>Ledyard’s recommended phonological awareness activities</p> <p>Student Assessment Data</p> <p><b>Teacher</b></p> <p><b>Wright Skills</b></p> <p><i>Systematic Sequential Phonics</i> by Cunningham</p> <p><i>Phonemic Awareness Activities for Young Children</i> by Marilyn Jager Adams (see district recommendations for activities)</p> <p>37 basic rimes</p> |

**GRADE 1**

**Teacher Guidelines for Phonological and Phonemic Awareness**

The corresponding activities from *Phonemic Awareness in Young Children* by Marilyn Jager Adams, support instruction in the identified skills. Refer to your book for additional activities. All K and 1 teachers have copies.

**Curriculum Performance Standard 4B**

| November   | February  | May   |
|--|---|---|
| <p><b>* 1-6 Identifying Final Phonemes</b></p> <p><b>The student will orally give the sound of the final phoneme in a spoken word.</b><br/>(all single consonants, sh, th, wh, ch, ph and tch)</p> <p>Activities: 7G Different Words, Same Final Phonemes p. 66, 7H finding things, Same Final Phoneme p. 67</p> | <p><b>*1-9 Deleting Phonemes</b></p> <p><b>The student will orally say the word after the phoneme has been deleted.</b></p> <p>Activities: 7 E Word Pairs I, Take A Sound Away p.64, 7 I Spider’s Web p. 68</p> | <p><b>All skills need to be mastered prior to May.</b></p>  |
| <p><b>* 1-7 Segmenting Phonemes</b><br/><i>(most critical to reading success)</i></p> <p><b>The student will tell the sounds in order in a one-syllable word.</b><br/><i>(see teaching note in bottom box)</i></p> <p>Activities: 8F Guess a Word, p. 88, 8G Troll Talk II: Phonemes p.89</p>                    | <p><b>* 1-10 Substituting Phonemes</b></p> <p><b>The student will orally replace phonemes to make new words.</b></p> <p>Activities: 7F Word Pairs II – Add a Sound, p.65, 7I Spider’s Web, p. 68</p>            |   |
| <p><b>*1-8 Blending Phonemes</b><br/><i>(most critical to reading success)</i></p> <p><b>The student will orally blend three or more phonemes given orally by the teacher.</b></p> <p>Activities: 8B Three-Sound Words, p. 76, 8E Building Four-Sound Words, p.87</p>  |   | <p><b>Teaching Note for *1-7</b></p> <p><i>When you first begin to teach this, tell the student the number of sounds to hear in the word. Then move to how many sounds do you hear without giving the number.</i></p> |

**\* Assessed in January and May on the Ledyard Phonological Assessment Test.**  
**For students who have not mastered the kindergarten skills please use the kindergarten guidelines.**  
**There will be a few students who do not demonstrate mastery of the above objectives. They will need small group instruction using the suggested activities.**

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|  |  |  |   |
|--|--|--|---|
| <b>Performance Standard/Student Outcome 4C: The student will use spelling strategies.</b>  |  |  |   |
| <b>OBJECTIVES/EVIDENCE</b>   |  |  |   |
| <b>The student will develop appropriate spelling strategies by: 1.3a, 1.3b</b>   |  |  |   |
| <ol style="list-style-type: none"> <li>1. Reading and spelling correctly words taught as part of first grade spelling curriculum.</li> <li>2. Spelling correctly three and four letter short vowel words.</li> <li>3. Recognizing that there is a conventional way to spell words and tries to spell correctly.</li> <li>4. Generating new words based on common letter patterns using the 37 basic rimes.</li> </ol>  |  |  |   |
| <b>ASSESSMENT/DATA COLLECTION</b>  | <b>STRATEGIES/ACTIVITIES</b><br><i>*See strategies grids</i>   |  | <b>RESOURCES</b>  |
| <b>Formal</b><br>DRA (fall, winter, spring)<br><i>Ledyard Phonological Assessment</i> as needed<br>Ledyard Gr. 1 high-frequency reading and writing word list (85% spring)<br><i>Concepts About Print</i> checklist where necessary<br><i>Letter, Names and Sounds Test</i><br><i>Hearing and Recording Sounds in Words Test</i><br><br><b>Informal</b><br>Running records<br>Teacher observations<br>Ledyard Gr. 1 high-frequency word list for reading and writing<br>37 basic rimes | <b>Required Strategies</b><br><br><b>Required Activities</b><br><i>Wright Skills Syllabication</i><br>Modeling/Guided Practice<br>Word walls<br>Shared reading<br>Guided reading<br>Morning message<br>Shared writing<br>Interactive writing | <b>Suggested Strategies/Activities</b><br>Literacy centers<br>Games<br>Word configurations<br>Elkonian Boxes<br><i>Systematic Sequential Phonics</i> materials | <b>Instructional</b><br>37 basic rimes<br><i>Systematic Sequential Phonics (SSP)</i> materials by Cunningham<br>Whiteboards<br>Student Assessment Data<br><b>Teacher</b><br><i>Wright Skills</i><br><i>Sitton Spelling Sourcebook</i><br><i>Phonemic Awareness Activities for Young Children</i> by Jager Adams<br><i>Word Matters</i> by Fountas and Pinnell<br><i>Systematic Sequential Phonics (SSP)</i> by Cunningham |