

Fayette County Schools
Reading Language Arts Curriculum Map

Grade Level: First Grade

Enduring Understanding: **READING** is a message-getting, problem-solving activity that increases in power and flexibility the more it is practiced.

Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
Readers distinguish how words sound the same and different	I can tell whether or not words rhyme. I can match words that rhyme.	Readers know when words have a rhyming part. They can use rhyming parts to learn new words.							1.1.01 1.1.02 1.1.03	<ul style="list-style-type: none"> rhyme word same different 	<u>Performance Assessments</u> <ul style="list-style-type: none"> Aim Line Accelerated Reader Anecdotal Records (in small and whole group settings during interactive read-aloud, shared reading, and guided reading) Basic Sight Vocabulary Lists <ul style="list-style-type: none"> Dolch Calkins Word List Fountas & Pinnell High Frequency Words Fry Word List WVDE Informal Reading Assessment (IRA) Behaviors to Notice & Support Checklists Checklists 	<u>LEARNING SKILLS OBJECTIVES</u> <u>Information & Communication Skills</u> PK-2.1LS1 PK-2.1.LS2 PK-2.1.LS3 <u>Thinking & Reasoning Skills</u> PK-2.2.LS1 <u>Personal and Workplace Skills</u> PK-2.3.LS1 PK-2.3.LS2 PK-2.3.LS3 PK-2.3.LS4 PK-2.3.LS5 PK-2.3.LS6 <u>Technology Resources</u> <ul style="list-style-type: none"> Digital storytelling Kidspiration MS Excel MS Paint MS PowerPoint MS Word
	I can clap the beats in a word.	Readers know that words have beats. The beats often connect to how long a word is. Being able to hear the parts in words helps readers to read and spell longer words.							1.1.01	<ul style="list-style-type: none"> syllable beat letter word 		
Readers use a range of strategies to take words apart and understand what words mean.	I can figure out little words that have a short “a” or “o” in them. (CVC words)	Readers can figure out words by saying them slowly and sliding the sounds together.							1.1.02 1.1.04 1.1.05 1.1.13	<ul style="list-style-type: none"> vowel short vowel consonant letter word 	o Fry Word List o WVDE Informal Reading Assessment (IRA)	<u>Technology Resources</u> <ul style="list-style-type: none"> Digital storytelling Kidspiration MS Excel MS Paint MS PowerPoint MS Word
	I can begin to use words I know and parts of words I know to figure out new words. (cat - fat, sat, rat, mat, at; the-then, them)	Readers use words they know and parts of words to figure out new words.							1.1.03 1.1.04 1.1.05	<ul style="list-style-type: none"> letter word 		
	I can look all the way through words. I can notice and use endings. (-ing, -ed, -s)								1.1.05	<ul style="list-style-type: none"> ending word 		

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	I can figure out little words that have a short “e”, “i”, or “u” in them. (CVC words)	Readers can figure out words by saying them slowly and sliding the sounds together. They notice endings and various letter combinations to help them solve words.							1.1.02 1.1.04 1.1.05 1.1.13	<ul style="list-style-type: none"> vowel short vowel consonant letter word 	<ul style="list-style-type: none"> Conference Notes CTOPP Dominie Dictation Task DRA2 Harcourt Trophies ID tasks Phonological Awareness Literacy Screening (PALS) Record of Oral Reading: Miscue Analysis; Running Records Rubrics Selection tests STAR Early Literacy Assessment STAR Reading Assessment 	<ul style="list-style-type: none"> Odyssey readwritethink.org (selected lessons) Thinkfinity.org Wikipedia Whiteboard WVDE Teach 21 Strategy Bank
	I can figure out words with consonant digraphs (sh, ch, th)									<ul style="list-style-type: none"> consonant digraph letter word 		
	I can use word families (onsets and rimes) to figure out words.								1.1.02 1.1.03 1.1.04 1.1.05	<ul style="list-style-type: none"> word family 		
	I can use letters and words to think of a word that makes sense, sounds right, and looks right.								1.1.02 1.1.03 1.1.04 1.1.05 1.1.06 1.1.12	<ul style="list-style-type: none"> check letter word 		
	I can say the word I am thinking of slowly, think about the sounds I hear, and use what I hear to check myself.											
	I can <i>begin</i> to use known beginning and ending parts (“chunks”) in words to figure out new words: <ul style="list-style-type: none"> digraphs blends compound words word families 								1.1.02 1.1.03 1.1.04 1.1.05 1.1.13	<ul style="list-style-type: none"> beginning ending consonant digraph blend compound word word family 		
	I can figure out 2 to 4-letter short vowel words.							1.1.02 1.1.04 1.1.05 1.1.13	<ul style="list-style-type: none"> vowel short vowel consonant 	<ul style="list-style-type: none"> <u>Product Assessments</u> Graphic Organizers (e.g. Frayer, Story Map, 2 column notes, webs, foldables, etc.), Reading logs, Rubrics 		

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	I can check new words by asking myself: Does it make sense? Does it sound right? Does it look right?	Readers use several sources of information to check on themselves.							1.1.04 1.1.05 1.1.06 1.1.07 1.1.12 1.1.13	• check	<ul style="list-style-type: none"> ▪ Writing in response to reading (notebooks, journals, open-ended response sheets, etc.) 		
	I can change some short vowel words to long vowel words by adding “silent e”.	Readers can figure out words by saying them slowly and sliding the sounds together. They notice endings and various letter combinations to help them solve words.							1.1.04	<ul style="list-style-type: none"> • vowel • short vowel • long vowel • silent “e” 			
	I can figure out words using beginning and ending blends. (e.g. bl-, cr, -nd, -nt)									1.1.04 1.1.05			<ul style="list-style-type: none"> • beginning • ending • consonant • consonant blend • consonant cluster
	I can figure out words with vowel patterns. (ay, ee, ow)												<ul style="list-style-type: none"> • vowel • long vowel • vowel digraph
	I can notice and use the suffixes “-er”, and “-ly”.									1.1.05			<ul style="list-style-type: none"> • ending • suffix
	I can break a word into chunks quickly .									1.1.04 1.1.05			• chunk

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	I can figure out words quickly as I read using many different strategies: <ul style="list-style-type: none"> • sliding my finger • reread • looking for known parts • using words I know • noticing endings 	Readers try different ways to problem solve tricky words.							1.1.04 1.1.05 1.1.06 1.1.07 1.1.08 1.1.13 1.1.17	• reread • chunk		
	I can figure out words quickly using: <ul style="list-style-type: none"> • vowel sounds • spelling patterns • endings (-ed, -ing, -s) • suffixes (-er, -ly) • root words • compound words • contractions 							1.1.04 1.1.05	• vowel • word family • ending • suffix • root word • compound word • contraction			
Readers check on themselves and correct errors that don't make sense, sound right, or look right.	I can use words I know to check if I'm right while I read. (high frequency words/ basic sight vocabulary)	Readers use words they know to help them check that they are reading what is on the page.							1.1.07 1.1.17	• opposite • same • basic sight vocabulary		
	I can check on myself by seeing if the number of words I say matches the number of words on the page.	Readers can check on themselves by pointing carefully to the words as they read and match their voice to the number of words on the page.		X	X	X	X	X	1.1.07 1.1.08 1.1.13 1.1.17			

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	I can begin to check on myself by asking if what I read makes sense and sounds right. I can begin to use letters I see to help me figure out unknown words. I know that what I say needs to look like the word in the book (look right).	Readers use more than one thing to help them check on themselves. They ask if what they read makes sense, sounds right, and looks right.							1.1.02 1.1.04 1.1.05			
	I can reread to check on myself.	Readers reread if something does not make sense, sound right, or look right.						1.1.06 1.1.13	• reread			
	I can correct myself right away or very close to the tricky part.	Readers notice right away when something does not make sense, sound right, or look right.						1.1.13				
	I can correct myself right away and don't need to re-read very often to correct myself.	They fix the mistake quickly and read on.										
Readers search for and use information to help them make sense of a text.	I can use the pictures to help me figure out what is going on in the story.	Readers use the pictures (meaning) to help them read what is on the page.						1.1.06 1.1.12				
	I can use the pictures to help me figure out words.											
	I can use beginning and ending letters to think of a word that makes sense sounds right, and looks right. I can check to see if I'm right. (checking and confirming)	Readers use the letters to help them think about what would makes sense, sound right, and look right.						1.1.04 1.1.05 1.1.06 1.1.07 1.1.12 1.1.13	• beginning • ending • letter • word			

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	I can reread to solve problems like figuring out new words and to check on myself.	Readers reread to figure out tricky parts. Rereading can help them to think about what would make sense, sound right, and look right. Readers reread if they think they might have made a mistake.							1.1.06 1.1.13	• reread		
	I think about if what I am reading makes sense, sounds right, and looks right. I understand what I am reading, and if I don't, I try to help myself using the pictures, letters, words, and what I know about how reading works.	Readers use many types of information to figure out tricky parts. If one strategy doesn't work, they try something else.							1.1.04 1.1.05 1.1.06 1.1.07 1.1.11 1.1.12 1.1.13 1.1.17	• strategy		
Readers maintain fluency.	I can begin to read groups of words smoothly in familiar text.	Readers can make their reading sound like talking. Reading smoothly makes it easier to understand what is read and to figure out tricky parts.		x	x	x	x	x	1.1.10 1.1.11 1.1.13	• punctuation ○ period ○ question mark ○ exclamation point		
	I read some new text word by word, but I can read groups of words smoothly, too.											
	I can <i>begin</i> to use end punctuation as I read.				x	x	x	x				
	I can read with expression using punctuation and phrasing.											
	I can read smoothly and rapidly.											

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	<i>I can begin to reread <u>familiar books</u> without pointing to the words. Text Level: C</i>	Reading with just the eyes makes it easier to make reading sound like talking.		x	x	x	x	x				
	<i>I can begin to read <u>new books</u> without pointing to the words. Text Level: D</i>				x	x	x	x				
	I can read using just my eyes. When it gets tricky, I use my finger to point. Text Levels: E, F	Reading with just the eyes helps readers to read in phrases.							1.1.11 1.1.13			
	<i>I can begin to read familiar text silently and orally at an appropriate rate.</i> <ul style="list-style-type: none"> • Oral: 50 – 80 wpm • Silent: 55 – 80 wpm • Text Levels: F – I 	<ul style="list-style-type: none"> • < 90% accuracy = comprehension will break down • 90-94% accuracy = instructional level • 95-100% = independent level 							1.1.10 1.1.11 1.1.13	• silent reading		
<i>I can begin to read stories that are new to me silently. Text Levels: H, I</i>	Readers can read out loud and silently. They can understand what is written even when they don't read it out loud.											

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	I can reread to use more expression and to make my oral reading sound smoother.	When we slow down to figure out a tricky part, sometimes our reading does not sound as smooth or expressive. Rereading can help to make the reading sound like talking again. It helps us to fix phrasing and expression.										
Readers develop a core of known words.	I can recognize 50-60 sight words.	Books use many of the same words over and over again.							1.1.07	<ul style="list-style-type: none"> • expression • sight words • vocabulary 		
	When I am reading a book, I can quickly recognize and read sight words.	Readers recognize these common words right away because they appear so often.							1.1.07 1.1.10 1.1.11 1.1.13			
	I can recognize 75-100 sight words.	Many of these words cannot be sounded out.							1.1.07			
	I can recognize 170-250 sight words.	Recognizing these words quickly helps readers to concentrate on the meaning and to learn new words.							1.1.07			
	I can notice new and interesting words and add them to my own speaking or writing vocabulary.	Readers notice new and interesting words and add them to their vocabulary.							1.1.07 1.1.08 1.1.18			

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Readers put together information from the text and from the reader's own background knowledge in order to create new understandings	With help from my teacher, I can use my own experiences to help me think about how things that I read are the same or different from what I have seen or done.	Readers use their own experiences to help them understand and make inferences about characters in stories and what is happening.		x	x	x	x	x	1.1.15			
	I can connect my experiences to what I am reading with less help from my teacher.											
	I can connect my experiences to what I am reading and think of new and interesting connections as I read.											
	I can talk about characters and explain how I think they are feeling.							1.1.08 1.1.09 1.1.14 1.1.15 1.1.16	• character			
	With help from my teacher, I can begin to understand that stories can have a main idea (theme) .							1.1.15	• main idea			
Readers put together and remember important information when reading.	With help from my teacher, I can begin to retell a story in order.	Readers remember important information.				x	x	x	1.1.14	• retell		
	I can retell a story (in order) with less help from my teacher.							1.1.08 1.1.14 1.1.16				
	I can write a story retell (in order).											
	I can begin to discuss stories in a group by remembering and naming things from the story that go with the discussion.							1.1.08 1.1.09 1.1.12 1.1.14 1.1.15 1.1.16	• cause & effect • main idea			

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	I can predict what might happen next in a story using what I have already read.	Readers make reasonable predictions about what might happen next. Being able to predict makes reading stories interesting and exciting.							1.1.08 1.1.12 1.1.14	<ul style="list-style-type: none"> • predict • prediction 		
Readers are actively engaged in thinking and responding to texts before, during, and after reading.	<i>I can begin</i> to choose books that are the right difficulty level for me – not too easy, not too hard.	Being able to choose a book that is not too easy and not too hard helps us to learn to read better and makes reading more enjoyable.							1.1.18			
	<i>I can begin</i> to read more books that are informational books.	Reading informational books helps us to learn more about our world – other people, places, and things.							1.1.14 1.1.16	<ul style="list-style-type: none"> • non-fiction • informational 		
	I can read for longer periods of time by myself. I can read lots of different kinds of books.	Reading becomes easier and more enjoyable the more it is practiced.							1.1.08 1.1.09 1.1.11 1.1.12 1.1.14 1.1.15 1.1.16 1.1.17 1.1.18	<ul style="list-style-type: none"> • independent reading 		

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	I can listen to a story, participate in a discussion, and support my ideas with information from the text.	Readers have thoughts and reactions to texts they read or listen to.							1.1.09 1.1.12 1.1.14 1.1.15 1.1.16			
	I can show that I understand books by <ul style="list-style-type: none"> • participating in discussions • writing • artwork • acting out stories (plays) 								1.1.08 1.1.09 1.1.12 1.1.14 1.1.15 1.1.16			

References/Resources:

Clay, Marie, *Becoming Literate: The Construction of Inner Control*, Portsmouth, New Hampshire, Heinemann, 1991.
Fountas, Irene and Pinnell, Gay Su, *Guided Reading: Good First Teaching for All Children*, Portsmouth, New Hampshire, Heinemann, 1999.
Fountas, Irene and Pinnell, Gay Su, *The Continuum of Literacy Learning: Grades K-2 – A Guide to Teaching*, Portsmouth, New Hampshire, 2007.
Pinnell, Gay Su, *Guided Reading Program: Program Guide*, Scholastic, 1999.

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