Diocese of Greensburg Curriculum
Reading Grade 1

Unit	Standards	Content	Skills
Comprehension	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5** **CCSS: Grade 1** **Reading: Literature** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RL.1.1. Ask and answer questions about key details in a text. **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.1.3. Describe characters, settings, and major events in a story, using key details. **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**	• Main idea and supporting details • Sequencing • Story elements (characters, setting, plot) • Author's purpose • Predictions • Inferences • Context clues • Illustrations/text features • Summarizing/retelling • Drawing conclusions • Compare/contrast • Cause/effect • Problem/solution • Making connections	The students will be able to: • Identify the main idea and key details of the story • Ask and answer questions about the elements of a story • Summarize the plot • Infer characters thoughts and feelings from actions in story • Identify beginning, middle and end • List or retell events in the story in the order they happen • Articulate the problem in the story and the way it is resolved • Describe one's favorite part of the story • Identify the author's purpose • Respond to different Bible stories • Identify the cause and effect within a story • Make text-to-text, text-to-self, and text-to-world connections • Use text features such as headings, captions and bold prints

Unit	Standards	Content	Skills
	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		
	6. Assess how point of view or purpose shapes the content and style of a text.		
	RL.1.6. Identify who is telling the story at various points in a text.		
	Integration of Knowledge and Ideas **7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**		
	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.		
	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
	RL.1.9. Compare and contrast the adventures and experiences of characters in stories.		
	Range of Reading and Level of Text Complexity **10. Read and comprehend complex literary and informational texts independently and proficiently.**		
	RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
	Reading: Informational Text		

Unit	Standards	Content	Skills
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
	RI.1.2. Identify the main topic and retell key details of a text.		
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
	Craft and Structure **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**		
	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
	RI.1.5. 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.		
	Integration of Knowledge and Ideas **7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**		
	RI.1.7. Use the illustrations and details in a text to describe its key ideas.		
	8. Delineate and evaluate the argument and specific claims in a text, including the validity of		

Unit	Standards	Content	Skills
	the reasoning as well as the relevance and sufficiency of the evidence. RI.1.8. Identify the reasons an author gives to support points in a text. **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.** RI.1.10.With prompting and support, read informational texts appropriately complex for grade 1. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.		
Fluency	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5** **CCSS: Grade 1** **Reading: Foundational Skills** **Fluency** **RF.1.4. Read with sufficient accuracy and fluency to support comprehension.** a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression.	• Word accuracy • Re-reading • Context • Self-correction • Self-selection of an appropriate text • Word recognition-decoding and sight words	The students will be able to: • Choose an on level text to read appropriately • Read with expression, accuracy, and appropriate rate • Use context to confirm or self correct word recognition • Re-read as necessary

Unit	Standards	Content	Skills
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		
Genres	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5** **CCSS: Grade 1** **Reading: Literature** **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **Reading: Informational Text** **Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.** RI.1.10.With prompting and support, read informational texts appropriately complex for grade 1. 	• Fiction • Fantasy • Realistic fiction • Folktales • Fables • Non-Fiction • Autobiography • Biography • Informational text • Poetry	The students will be able to: • Identify characteristics of each genre • Define fiction and non-fiction • Compare and contrast different types of stories on the same topic • Use text features to enhance comprehension
Print Concepts	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5**	• Print material • Alphabet	The students will be able to:

Unit	Standards	Content	Skills
	CCSS: Grade 1 **Reading: Informational Text** **6. Assess how point of view or purpose shapes the content and style of a text.** RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **Reading: Foundational Skills** **Print Concepts** **RF.1.1. Demonstrate understanding of the organization and basic features of print.** a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.	• Text and illustrations • Left to right progression	• Identify the direction of text • Construct meaning from text and illustration • Recognize sentence structure • Match oral words to written • Demonstrate book handling skills • Locate and identify parts of a book • Identify the title, author and illustrator of a book
Speaking and Listening	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5** **CCSS: Grade 1** **Reading: Informational Text** **Key Ideas and Details** **1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RI.1.1. Ask and answer questions about key details in a text. **Speaking and Listening** **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**	• Critical listening • Discussion • Listening to others • Following directions • Dictation • Oral communication • Oral presentation	The students will be able to: • Listen accurately and respond appropriately to peers • Demonstrate behavior that shows respect for the speaker - face speaker, stay quiet, raise hand, etc. • Interact appropriately in group discussions • Recall information presented • Ask questions to help clear up any confusion • Demonstrate good public speaking techniques - eye contact, confidence, expressiveness • Use appropriate volume and clarity

Unit	Standards	Content	Skills
	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1a. 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). SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion. **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **Presentation of Knowledge and Ideas** **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**		• Recognize formal and informal language used in speech

Unit	Standards	Content	Skills
	SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** SL.1.6. Produce complete sentences when appropriate to task and situation. 		
Vocabulary	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5** **CCSS: Grade 1** **Language** **Vocabulary Acquisition and Use** 4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** L.1.4. 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. L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word. L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	• Definition/word meaning • Multi-meaning words (homonyms) • Synonyms and antonyms • Homophones • Dictionary skills	The students will be able to: • Sort words into categories • Define words by category or attribute • Alphabetize words to the second letter • Find words in a dictionary based on alphabetical order • Identify situations or events in which one may use a specific word • Identify and distinguish between synonyms and antonyms • Recognize meanings of multi-meaning words • Recognize homophones • Identify and define unfamiliar words from Gospel stories

Unit	Standards	Content	Skills
	5. Demonstrate understanding of word relationships and nuances in word meanings. L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5b. 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). L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.		

Phonics/Word Recognition	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5**
	  CCSS: Grade 1
	
	  Reading: Foundational Skills
	  Phonological Awareness
	  RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	
	a. Distinguish long from short vowel sounds in spoken single-syllable words.
	
	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	
	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
		• Consonants
		• Vowels
		• Word families
		• Blends (st, bl, dr, fl, etc.)
		• Digraphs (sh, th, ch, etc.)
		• Diphthongs (aw, au, ou, ow, etc.)
		• R-Controlled Vowels (ar, er/ir/ur, or)
		• Consonant-Vowel-Consonant-E (CVCE) words
		• Consonant-Vowel-Vowel-Consonant (CVVC) words
		• Consonant-Vowel-Consonant (CVC) words
		• Syllables
		• Rhyming
		• Decoding and blending
			The students will be able to:
			
			• Distinguish long from short vowel sounds in spoken single syllable words
			• Identify consonant sounds
			• Articulate blends and digraphs
			• Integrate blends and digraphs within words
			• Isolate and pronounce initial, medial and final vowel sounds in spoken single syllable words
			• Produce sounds associated with beginning and final blends

Unit	Standards	Content	Skills
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **Phonics and Word Recognition** **RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.** a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.	• Irregularly spelled words	• Consonant vowel consonant-e (CVC-e) "magic E" words • Read words with r-controlled vowels • Add or substitute individual sounds in one word to make new word (word families) • Decode regularly spelled 1 and 2 syllable words • Pronounce words by decoding sounds • Identify words that rhyme • Generate rhyming words • Correctly spell words with specific patterns