

Brookings School District 5-1
1st Grade Reading Curriculum

Standard:	Learning Target: ● = mastered ○ = introduced	Assessment: ● = required ○ = optional	Resources:	Report Card Terminology:	Q 1	Q 2	Q 3	Q 4
Indicator 1: Students can recognize and analyze words.								
1.R.1.1 Students can decode words using short vowel sounds. – (Application)	● I can say the beginning, middle, and ending sound in a word. (1.R.1.1)	● F&P Benchmark Assessment ● HF Word Test ● Observation Survey (completed by Rdg Recovery)	Book Room Journeys					
	● I can blend the short vowel sounds to read a word. (1.R.1.1)	● DIBELS (NWF/LNF/PSF)	Month By Month Phonics for First Grade by: Cunningham and Hall					
	● I can read words with short vowel sounds. (1.R.1.1)	○ Running Record	Making Words by: Cunningham and Hall					
	○ I can recognize words with long vowel sounds. (1.R.1.1 extended)	○ Small Group Formal Observation	Big Books Poetry by Jill Eggleton					
	○ I can recognize a silent-e word. (1.R.1.1 extended)	<u>Fountas & Pinnell</u> Letter/Sound Recognition	Phonics Workbook					
	○ I can recognize words with two vowels. (1.R.1.1 extended)	○ Early Literacy Behaviors	Phonics Lessons, Letters, and how they work. By Pinnell & Fountas					
1.R.1.2 Students can read text by decoding word parts. – (Application)	● I can change the first letter of a word and read the new word (ex – c-at to b-at...changing the onset). (1.R.1.2)	○ Initial Sounds ○ Blending Words ○ Segmenting Words	Guiding Readers by Jan Richardson					
	● I can change the last part of a word and read the new word (ex, ca-t to ca-n... rime) (1.R.1.2)	○ Rhyming ○ Word Features Test	F&P Continuum of Literacy Learning					
	● I can identify chunks/word parts to help me correctly read a word (onset, rime). (1.R.1.2)							
	● I can identify ending sounds to help me correctly read a word. (1.R.1.2)	(continued from Indicator 1)						

1.R.1.7 Students can read high-frequency words in text. – (Application)	<ul style="list-style-type: none"> I can read high-frequency words. (1.R.1.7) 							
Indicator 2: Students can comprehend and fluently read text.								
1.R.2.1 Students can comprehend text by applying reading strategies. – (Application)	<ul style="list-style-type: none"> I can use a picture walk to help me understand the story. (1.R.2.1) 	<ul style="list-style-type: none"> F&P Benchmark Assessment Observation Survey (completed by Rdg Recovery) 	Journeys Reading with Meaning by Debbie Miller					
	<ul style="list-style-type: none"> I can use pictures to help me read a word. (1.R.2.1) 	<ul style="list-style-type: none"> DIBELS (ORF) 	Reading with Intention by Debbie Miller					
	<ul style="list-style-type: none"> I can ask myself “Does it look right?” to help me read a word. (1.R.2.1) 	<ul style="list-style-type: none"> Running Record Small Group Formal Observation 	Guided Comprehension in the Primary Grades by McLaughlin					
	<ul style="list-style-type: none"> I can ask myself “Does it sound right?” to help me read a word. (1.R.2.1) 		Strategies that Work by Harvey and Goudvis					
	<ul style="list-style-type: none"> I can ask myself “Does it make sense?” to help me read a word. (1.R.2.1) 		Guided Reading by Fountas and Pinnell					
	<ul style="list-style-type: none"> I can use the meaning of the story to help me read a word. (1.R.2.1) 		Book Room					
	<ul style="list-style-type: none"> I can use the meaning of the words to help me understand a story. (1.R.2.1) 							
	<ul style="list-style-type: none"> I can notice when I read a word wrong (monitoring). (1.R.2.1) 							
	<ul style="list-style-type: none"> I can reread to correct the mistake in my reading (self-correcting). (1.R.2.1) 							
	<ul style="list-style-type: none"> I can follow written directions. (1.R.2.1 extended) 	(continued from Indicator 2)						

1.R.2.3 Students can read fluently to comprehend text. – (Comprehension)	<ul style="list-style-type: none"> I can read with expression and phrasing (“like I talk”). (1.R.2.3) 	(continued from Indicator 2)						
	<ul style="list-style-type: none"> I can correctly read high frequency words. (1.R.2.3) 							
	<ul style="list-style-type: none"> I can use the punctuation marks to help me understand what I read (quotes, commas, ending punctuation, ellipse). (1.R.2.3) 							
	<ul style="list-style-type: none"> I can use the type of the print to help me understand what I read. (ie: bold, italics) (1.R.2.3) 							
Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.								
1.R.3.1 Students can identify major literary elements in text. – (Knowledge)	<ul style="list-style-type: none"> I can tell the setting of a story. (1.R.3.1) 	<ul style="list-style-type: none"> F&P Benchmark Assessment Observation Survey (completed by Rdg Recovery) Small Group Formal Observation Whole Group Discussion Response Journals Grab and Go Weekly Tests 	Journeys Book Room Read Aloud Big Books Poetry Science/Social Studies Text					
	<ul style="list-style-type: none"> I can tell the characters in a story. (1.R.3.1) 							
	<ul style="list-style-type: none"> I can tell the beginning, middle, end of the story (sequence). (1.R.3.1) 							
	<ul style="list-style-type: none"> I can tell the main idea of a story. (1.R.3.1) 							
	<ul style="list-style-type: none"> I can tell the turning points (or problem and solution) of a story. (1.R.3.1 extended) 							
1.R.3.2 Students can identify similarities and differences in text written by the same author. – (Analysis)	<ul style="list-style-type: none"> I can tell how books from the same author are alike and different. (1.R.3.2) 							

	<ul style="list-style-type: none"> I can tell how the characters in two stories are the same or different. (1.R.3.2) 	(continued from Indicator 3)						
	<ul style="list-style-type: none"> I can tell how the setting in two stories are the same or different. (1.R.3.2) 							
	<ul style="list-style-type: none"> I can tell how the plot in two stories are the same or different. (1.R.3.2) 							
	<ul style="list-style-type: none"> I can tell how the sequencing in two stories are the same or different. (1.R.3.2) 							
1.R.3.3 Students can identify the differences between genres including fiction, nonfiction, and poetry. – (Analysis)	<ul style="list-style-type: none"> I can identify fiction (fantasy and realistic fiction). (1.R.3.3) 							
	<ul style="list-style-type: none"> I can experience traditional literature (fairy tales). (1.R.3.3) 							
	<ul style="list-style-type: none"> I can identify non-fiction (real stories, informational text). (1.R.3.3) 							
	<ul style="list-style-type: none"> I can identify poems. (1.R.3.3) 							
Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.								
1.R.4.1 Students can compare text from different cultures as read aloud by teacher. – (Analysis)	<ul style="list-style-type: none"> I can listen to, talk about, and compare how stories, poems, and songs from other cultures are different from our culture. (1.R.4.1) 	<ul style="list-style-type: none"> Observation 	Read Aloud					
Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.								
1.R.5.1 Students can locate and utilize a table of contents. – (Application)	<ul style="list-style-type: none"> I can find and use the table of contents to find information in a book. (1.R.5.1) 	<ul style="list-style-type: none"> Small Group Formal Observation Whole Group Discussion 	Journeys Book Room					

	<ul style="list-style-type: none"> I can find and use title page to find information in a book. (1.R.5.1) 	(continued from Indicator 5)	F&P Nonfiction Levels																
	<ul style="list-style-type: none"> I can use illustrations and photographs to find information in a book. (1.R.5.1) 							Science/Social Studies Textbooks (Big Books)											
1.R.5.2 Students can alphabetize words to the first letter. – (Analysis)	<ul style="list-style-type: none"> I can alphabetize words to the first letter. (1.R.5.2) 																		
	<ul style="list-style-type: none"> I can use the dictionary to find a word using the first letter. (1.R.5.2 extended) 																		
	<ul style="list-style-type: none"> I can alphabetize words to the second letter. (1.R.5.2 extended) 																		
	<ul style="list-style-type: none"> I can alphabetize words to the third letter. (1.R.5.2 extended) 																		