

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 1

**Reading Skills and Strategies** (GEs 1-8; Power Standards 1 and 2; Power Indicators 1a, 1b, 1c, 1d, 2a, 2b, 2c)

**Fluency and Accuracy** (GE 9; Power Standard 3; Power Indicators 3a, 3b, 3c)

**Literary Texts** (GEs 10, 11, 13, 14, 15; Power Standard 4, Power Indicators 4a, 4b, 4c, 4d, 4e)

**Informational Texts** (GEs 12, 16; Power Standard 5; Power Indicators 5a, 5b, 5c)

**Reading Habits** (GEs 17-19; Power Standard 6; Power Indicators 6a, 6b, 6c)

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 1: Reading Skills and Strategies

### CCSU Power Standards:

**Power Standard #1:** Students read grade appropriate print/text. (Aligns with Vermont Standard: 1.2)

**Power Standard #2:** Students use vocabulary and reading strategies to unlock meaning. (Aligns with Vermont Standard: 1.1)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1, 1.2	<b>R1: 1 Applies phonological knowledge and skills by...</b> <ul style="list-style-type: none"> <li>Counting syllables in one-to four-syllable words</li> <li>Blending and segmenting phonemes in one-syllable words (e.g., “f-i-sh,” “r-u-n”)</li> </ul>	<b>Phonological Awareness</b> <b>Phonics</b>	Blend and segment phonemes in one syllable words. (1c)
1.1, 1.2	<b>R1: 2 Demonstrates understanding of concepts of print during shared or individual reading by...</b> <ul style="list-style-type: none"> <li>Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)</li> <li>Identifying key parts of a book: title, author</li> <li>Demonstrating one-one matching of words spoken to words in print</li> </ul>	<b>Concepts of Print</b> <b>Phonics</b>	Demonstrate understanding of period, question mark, exclamation point, and quotation marks while reading. (2c)  Demonstrate one-to-one matching to words spoken to words in print (2b)
1.1, 1.2	<b>R1: 3 Applies word identification/ decoding skills and strategies (leading to automaticity) by...</b> <ul style="list-style-type: none"> <li>Reading grade-appropriate, high-frequency words (including irregularly spelled words, contractions, etc.)</li> <li>Identifying sound-symbol correspondences: consonants, two-letter blends (e.g., <i>bl, qr</i>), basic consonant and vowel digraphs (e.g., <i>th, ee, ay</i>), short vowels and long vowels affected by silent <i>e</i>)</li> <li>Reading regularly spelled one-and two-syllable words (e.g., “lot,” “kitten,” “doghouse”) by using knowledge of sounds and letter patterns (including common endings <i>-s, -ed, -ly, -ing</i>)</li> </ul>	<b>Word Identification Skills and Strategies</b> <b>Phonics</b>	Read grade appropriate high frequency words (1a)  Use sound-symbol correspondences: consonants, two letter blends, basic consonant and vowel digraphs, short vowels and long vowels affected by silent e. (1b)  Read regularly spelled one and two syllable words by using knowledge of sound and letter patterns (including common endings: <i>-s, -ed, -ly, -ing</i> ). (1d)

## CCSU Comprehensive Curriculum for Reading Literacy

1.1, 1.2	<p><b>R1: 4 Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li>Monitoring own reading and self-correcting when incorrectly identified or predicted words do not fit with cues provided by the print or the context (e.g., syntax/language structure, semantics/meaning, picture)</li> </ul>	<i>Context and Self-Correction Strategies</i>	
1.1, 1.2	<p><b>R1: 5 Identifies the meaning of unfamiliar words by...</b></p> <ul style="list-style-type: none"> <li>Using strategies to unlock meaning (e.g., activating prior knowledge, using context clues, or asking questions during read-alouds or text reading)</li> </ul>	<i>Vocabulary Strategies</i>	
1.1, 1.2	<p><b>R1: 6 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</b></p> <ul style="list-style-type: none"> <li>Identifying synonyms and antonyms to connect new words to known words</li> <li>Describing words in terms of categories (e.g., “A mallard is a kind of duck”), functions (e.g., “Scissors are used for cutting”), or features (e.g., “A rectangle has four sides”)</li> </ul>	<i>Breadth of Vocabulary</i>	
1.3, 5.11, 5.13	<p><b>R1: 7 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.</b></p> <p>EXAMPLES of reading-comprehension strategies might include:</p> <ul style="list-style-type: none"> <li>using prior knowledge;</li> <li>predicting and making simple text-based inferences;</li> <li>generating clarifying questions;</li> <li>constructing sensory images (e.g., making pictures in one’s mind); or making connections (text to self, text to text, and text to world)</li> </ul>	<i>Comprehension Strategies Comprehension</i>	Use strategies to monitor own reading (activating prior knowledge, predicting, using context clues, decoding, self-correcting, adjusting reading rate, and asking questions during read aloud or text reading). (2a)
1.3, 5.11, 5.13	<p><b>R1: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading or read-alouds by...</b></p> <ul style="list-style-type: none"> <li>Recognizing problems with understanding, and rereading or asking questions as needed</li> </ul>	<i>Monitoring and Adjusting Strategies</i>	

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 1: Fluency and Accuracy

### CCSU Power Standards:

**Power Standard #3:** Students read grade level text with fluency and accuracy. (Aligns with Vermont Standard: 1.2)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1, 1.2	<p><b>R1: 9 Reads grade-level-appropriate material with:</b></p> <ul style="list-style-type: none"> <li>• <b>Accuracy:</b> reading material appropriate for the end of grade 1 with at least 90–94% accuracy (See Appendix for sample titles.)</li> <li>• <b>Fluency:</b> reading previously introduced or previously read grade-appropriate text with oral fluency rates of at least 50–80 words correct per minute</li> <li>• <b>Fluency:</b> reading grade-appropriate text in a way that makes meaning clear, and demonstrates phrasing, expression, and attention to end punctuation</li> </ul>	<b>Accuracy and Fluency</b>	<p>Read material appropriate for the end of first grade with 90-100% accuracy. (3b)</p> <p>Read familiar grade level text with at least 50-80 words correct per minute. (3a)</p>

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 1: Literary Texts

CCSU Power Standards:

**Power Standard #4:** Students understand, interpret, and analyze literary text. (Aligns with Vermont Standards: 1.3, 5.11, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.11, 5.13	<p><b>R1: 10 Demonstrate initial understanding of elements of literary texts (including text read aloud, reading <u>independently or in a guided manner</u>) by...</b></p> <ul style="list-style-type: none"> <li>Identifying characters in a story</li> <li>Retelling the beginning, middle, and end of a story</li> <li>Responding to simple questions about a book's content (e.g., "Where did Sylvester go?")</li> </ul>	<b>Initial Understanding of Literary Text Comprehension</b>	<p>Identify characters and setting of story. (4a)</p> <p>Retell beginning, middle, and end of story. (4b)</p> <p>Answer questions using evidence (detail) from text. (4c)</p>
1.3, 5.11, 5.13	<p><b>R1: 11 Demonstrate initial understanding of author's craft used in literary texts by...</b></p> <ul style="list-style-type: none"> <li>Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., "teeny-tiny")</li> </ul>	<b>Initial Understanding of Literary Text Comprehension</b>	Identify rhyme and repeated language in text. (4d)
1.3, 5.11, 5.13	<p><b>R1: 13 Analyze and interpret elements of literary texts read aloud or <u>read independently</u>, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>Making predictions about what might happen next, <u>and telling why the prediction was made</u></li> <li>Identifying possible motives of characters</li> <li>Identifying relevant physical characteristics or personality traits of main characters</li> </ul>	<b>Analysis and Interpretation of Literary Text/Citing Evidence</b>	

## CCSU Comprehensive Curriculum for Reading Literacy

<p><b>1.3, 5.11, 5.13</b></p>	<p><b>R1: 14 Analyze and interpret author’s craft (citing evidence where appropriate) by...</b> No GLE at this grade level</p>	<p><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></p>	
<p><b>1.3, 5.11, 5.13</b></p>	<p><b>R1: 15 Generates a personal response to what is read aloud <u>or read independently</u> through a variety of means by...</b></p> <ul style="list-style-type: none"> <li>• Comparing stories or other texts to personal experience, prior knowledge, or other books</li> </ul>	<p><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></p>	<p>Make connections to text (text to text, text to self). (4e)</p>

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 1: Informational Texts

CCSU Power Standards:

**Power Standard #5:** Students understand, interpret, and analyze informational text. (Aligns with Vermont Standards: 1.3, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.11, 5.13	<p><b>R1: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <ul style="list-style-type: none"> <li>• Obtaining information, using text features such as title and illustration (e.g., “From the title, what do we think this book will tell us?”)</li> <li>• Using explicitly stated information to answer questions EXAMPLE: “Where do penguins live?”</li> <li>• <u>Distinguishing among a variety of types of text (e.g., informational texts: children’s magazines, children’s newspapers, lists, simple directions)</u></li> </ul>	<p><b>Initial Understanding of Informational Text Comprehension</b></p>	<p>Gather information and vocabulary from text and text features. (5b)</p> <p>Answer questions using evidence (detail) from text and text features. (5c)</p>
1.3, 5.11, 5.13	<p><b>R1: 16 Analyze and interpret informational text read aloud or independently, citing evidence as appropriate by...</b></p> <ul style="list-style-type: none"> <li>• <u>Identifying the topic</u></li> <li>• Telling what was learned</li> <li>• Making basic inferences or drawing basic conclusions EXAMPLE: “From what we just read, why do you think firefighters wear special uniforms? Explain why.”</li> </ul>	<p><b>Analysis and Interpretation of Informational Text/ Citing Evidence</b></p>	<p>Identify the topic. (5a)</p>

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 1: Reading Habits

### CCSU Power Standards:

**Power Standard #6:** Students participate as members of a literate community, talking about books, ideas, and writing. (Aligns with Vermont Standards: 1.4, 5.12)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.4, 5.12	<p><b>R1: 17 Demonstrates the habit of reading extensively* by...</b></p> <ul style="list-style-type: none"> <li>• <u>Reading four or more short books or the equivalent everyday</u></li> </ul> <p><i>*Materials should be at the student’s instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.</i></p>	<b>Reading Extensively</b>	
1.4, 5.12	<p><b>R1: 18 Demonstrates the habit of reading widely and in depth by...</b></p> <ul style="list-style-type: none"> <li>• Reading from or listening to at least three different genres/kinds of text and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, realistic fiction; informational: content trade books, children’s magazines; and practical/functional texts: <u>classroom schedules, simple directions, lists, labels, invitations</u>)</li> </ul>	<b>Reading Widely and In Depth</b>	
1.4, 5.12	<p><b>R1: 19 Demonstrates participation in a literate community by...</b></p> <ul style="list-style-type: none"> <li>• Self-selecting reading materials in line with reading ability and personal interests</li> <li>• Participating in appropriate discussions about text by offering comments related to the text, and referring explicitly to the text</li> </ul>	<b>Literate Community</b>	<p>Choose “just right” books (at appropriate level and interest). (6a)</p> <p>Participate in discussions about books during read-aloud, and guided and independent reading (related to the text/topic). (6b)</p>