

Grade 1 Literacy Blueprint

| | Comprehension Beginning Reading | Reading/Beginning Reading Skills/Print Awareness | Reading/Beginning Reading Skills/Phonological Awareness | Reading/Beginning Reading Skills/Phonics |
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| By the end of the year, the student will be able to: | <ul style="list-style-type: none"> •read independently for a sustained period of time •establish purposes for reading selected texts based upon desired outcome to enhance comprehension •ask literal questions of text •monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud) •ask relevant questions, seek clarification, and locate facts and details about stories and other texts •connect the meaning of a well-known story or fable to personal experiences •describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events •describe characters in a story and the reasons for their actions/feelings •Use strategies to decode and make meaning of unknown words • make inferences about text and use textual evidence to support understanding •summarize information in text, maintaining meaning and logical order •restate the main idea, heard or read and identify important facts or details in text •retell the order of events in a text by referring to the words and/or illustrations •use text features (e.g., title, table of contents, illustrations) to locate specific information in text | <ul style="list-style-type: none"> •recognize that spoken words are represented in written English by specific sequences of letters •identify upper- and lower-case letters •sequence the letters of the alphabet •recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation); •read texts by moving from top to bottom of the page and tracking words from left to right with return sweep •identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents) | <ul style="list-style-type: none"> •orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr) •distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/) •blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr) •isolate initial, medial, and final sounds in one-syllable spoken words •segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/) | <ul style="list-style-type: none"> •decode words in context and in isolation by applying common letter-sound correspondences, including: single letters consonants and vowels, consonant blends, consonant digraphs, vowel digraphs, and vowel diphthongs •combine sounds from letters and common spelling patterns to create recognizable words •use common syllabication patterns to decode words, including: <ul style="list-style-type: none"> •closed syllable (CVC), open syllable (CV), final stable syllable •vowel-consonant-silent "e" words (VCe) •vowel digraphs and diphthongs •r-controlled vowel sounds •decode words with common spelling patterns •read base words with inflectional endings •use knowledge of the meaning of base words to identify and read common compound words •identify and read contractions •identify and read at least 100 high-frequency words from a commonly used list •monitor accuracy of decoding |
| The teacher will: | <ul style="list-style-type: none"> • Read stories and other kinds of text aloud to students, and discuss their meaning to demonstrate reading as a meaningful activity • Interactive Think/Read/Write-Aloud - Focusing on meaning • Provide explicit instruction and modeling through Think Alouds in comprehension strategies • Provide ample time for reading in the classroom • Provide appropriate instruction in the organization and basic features of narrative and expository text • Monitor student progress (teacher-student conferences, retell rubrics, running records) • Provide small group instruction for guided instruction • Demonstrate and emphasize higher-order •Use Readers Theater, Choral readings, Repeated readings, and Paired readings to improve fluency and comprehension | <ul style="list-style-type: none"> • Providing a learning community rich in environmental and functional print •Provide opportunities for interactions in meaningful ways with printed material • Engage students in successfully sequencing the alphabet through hands on activities, songs, and other tasks •Read predictable and decodable texts (as well as others) demonstrating how to track words from left to right with return sweep and provide opportunities for practice •Explicitly teach the meaning and use of punctuation marks and the features of a sentence •Provide direct instruction on the information provided by different parts of a book •Have students find patterns discussed in reading | <ul style="list-style-type: none"> •Use explicit instructional techniques and systematic practice to help students acquire skills in identifying the sounds (phonemes) in spoken words •Provide explicit instruction and model phonological awareness (rhymes, blends, onset, rime, and segmenting one- and two-syllable words) • Provide instruction and opportunities for students to identify and make rhymes orally • Provide and model explicit instruction in long and short vowel sounds •Model for students to develop simple segmenting and blending skills using compound words •Model segmenting and blending syllables | <ul style="list-style-type: none"> • Providing explicit instruction in word analysis skills and decoding • Modeling how to notice and use patterns in words (how words sound, look, and mean) •Teach a repertoire of word-solving strategies •Provide instruction and modeling in order for students to gain an understanding of simple and complex letter-sound relationships. •Provide systematic instruction to help students learn a core of high frequency, high utility words through reading, writing, and discussion. |
| Parents can: | <ul style="list-style-type: none"> • Read aloud and listening to your child from a variety of text and periodically stop and ask questions (who, what, when, where, why, how) • Read aloud to your child and have your child retell the story to you in their own words • Have your child reread familiar books or take turns reading aloud • Have books available for your child to read (car, trips, appointments) | <ul style="list-style-type: none"> • Have your child write the alphabet in order •Play alphabet games with your child •Practice print referencing (pointing to the title, pointing to the author name, reading left to right, followed by a sweep down to the next line) | <ul style="list-style-type: none"> •Play word games (example: change words from mat, to sat, sag, sap, sip) •Practice rhyming with your child •Practice breaking down the sounds of one and two syllable words (i.e. b-a-t, f-oo-t – b-a-ll) | <ul style="list-style-type: none"> • Reinforce and practice what is learned at school • Help your child fix their own reading errors • Gently point out the letters that your child overlooked or read incorrectly) • Have your child practice independently to decode words |

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| | Vocabulary Development | Writing and Oral/Written Conventions | Research | Listening and Speaking |
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| By the end of the year, the student will be able to: | <ul style="list-style-type: none"> Identify words that name actions (verbs) and words that name persons, places, or things (nouns) Determine the meaning of compound words using knowledge of the meaning of their individual component words (lunchtime) Determine what words mean from how they are used in a sentence, either heard or read Identify and sort words into conceptual categories (opposites, living things, etc.) Alphabetize a series of words to the first and/or second letter and use a dictionary to find words | <ul style="list-style-type: none"> Plan, develop, revise, and edit writing before publishing/sharing (stories, poems, etc.) with guidance and support Develop drafts by sequencing of ideas through writing sentences Revise drafts by adding or deleting a word, phrase, or sentence Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric Publish and share writing with others Write their own name Ask questions about topics of class-wide interest Form letters and words in print Write sentences to tell a story Understand the function and use the conventions of academic language (parts of speech, descriptive words, etc.) when speaking and writing with adult assistance. Use correct capitalization, usage, punctuation, and spelling (CUPS) in writing (with adult assistance) | <ul style="list-style-type: none"> Decide what sources of information might be relevant to answer questions asked Gather evidence from available sources (natural and personal) as well as from interview with local experts Use text features to locate information record basic information in simple visual formats (charts, picture graphs, diagrams, etc.) Revise the topic as a result of answers to initial research questions. Clarify research questions and evaluate and synthesize collected information Create a visual display or dramatization to convey the results of the research. Organize and present their ideas and information according to the purpose of the research and their audience | <ul style="list-style-type: none"> Listen attentively to speakers and ask relevant questions to clarify information Follow, restate, and give oral instructions that involve a short related sequence of actions Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language Follow agreed upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions. |
| Teacher will: | <ul style="list-style-type: none"> Teach a repertoire of word-solving strategies by providing explicit instruction regarding the structural analysis of words (root words, affixes) Build a classroom that is rich with words, utilizing interactive word walls, appropriate graphic organizers, and promoting vocabulary acquisition and retention Provide instruction that supports word ownership (word-consciousness) by students Provide explicit instruction regarding contextual analysis (context clues) word sorts | <ul style="list-style-type: none"> Shared, Guided, and Interactive Writing Provide opportunities for children to write daily Assist students identify their own name in print and writing it Use writing as learning Explicitly teach the writing process Model effective writing Integrate writing instruction with other content areas Provide opportunities for inventive spelling as they move through the process of writing and making meaning of print Allow children to share and discuss their writing with others Practice writing in multi-sensory mediums (pencil, with their finger in shaving cream, sand, tracing) | <ul style="list-style-type: none"> Demonstrate effective note taking strategies Provide instruction in locating information from reliable sources Provide instruction regarding use of valid and reliable sources Provide instruction on strategies to summarize and record information | <ul style="list-style-type: none"> Model the use of good listening skills during both class discussions and student-teacher conferences Teach lessons about specific listening skills (following directions activity, audience vs presenter, listening to learn, social skills) Provide numerous opportunities for students to practice effective listening. Establish classroom norms and procedures |
| Parents can: | <ul style="list-style-type: none"> Assist in building vocabulary by providing access to texts and online reference sources (dictionary, thesaurus, etc.) Encourage discussion of new and unfamiliar words Routinely reviewing and reinforcing vocabulary skills learned at school Play word games with your child (Scrabble, Boggle, crossword puzzles, etc.) | <ul style="list-style-type: none"> Write short stories with your child Have your child write a story and share it with you Practice writing their name with first letter capitol and other letters lowercase | <ul style="list-style-type: none"> Provide opportunities to visit museums and cultural events Encourage your child to explore new ideas View and discuss educational programs, menus, brochures with your child Model reading newspapers, magazines, etc. | <ul style="list-style-type: none"> Have a conversation with your child every day Speak in complete sentences and have your child respond in complete sentences Reinforce your child following rules and taking turns |