



# CAMP HILL SCHOOL DISTRICT

## First Grade: **Reading Standards for Literature**

### COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Key Ideas and Details

#### BIG IDEAS:

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p><b>1. How does asking questions help me understand the story?</b></p> <p><b>2. How does retelling a story help to show that I have understanding of the author's message or lesson?</b></p> <p><b>3. How does describing the characters, settings, major events, and key details help show me that I understand a story?</b></p>	<p>1. Ask and answer questions about key details in a text.</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>1.-3. <b>Read Aloud</b>- use think aloud strategy to model orally <b>Shared Reading</b>- model oral questioning and retelling techniques and graphic organizers, model written responses <b>Guided Reading</b>- model and practice oral questioning techniques and graphic organizers, and retelling techniques, model and practice written responses. <b>Independent Reading</b>- students respond in journals to text</p>	<p>1. Oral and written comprehension responses, reading response journals</p> <p>2. DRA2, reading response journals, oral and written response</p> <p>3. DRA2, reading response journals, oral and written response</p>	<p>1. -2. Student response journals, graphic organizers, various types of texts (leveled text, anthology, poems, songs, big books) DRA2</p> <p>3. various types of texts (leveled text, anthology, poems, songs, big books), reading response journals, story map DRA2</p>



# CAMP HILL SCHOOL DISTRICT

## First Grade: **Reading Standards for Literature**

**COLLEGE AND CAREER READINESS ANCHOR STANDARD:**

Craft and Structure

**BIG IDEAS:**

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p><b>4. What words does the author use to show feeling?</b></p> <p><b>5. How do I know if a book is telling me a story or giving me information?</b></p> <p><b>6. How do I know who is talking at different points in the story?</b></p>	<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>6. Identify who is telling the story at various points in a text.</p>	<p><b>4. Read Aloud</b> – Model identifying words and phrases that describe the author’s feelings and show connections to self  <b>Shared Reading-</b> model and practice identifying words and phrases that describe the author’s feelings and show connection to self  <b>Guided Reading-</b> model and practice identifying words and phrases that describe the author’s feelings and show connection to self  <b>Independent Reading-</b> student shows connection of author’s feelings to self</p> <p><b>5. Read Aloud-</b> compare and contrast through oral discussion and use of graphic organizers.  <b>Shared Reading /Guided Reading–</b> compare and contrast through oral discussion and use of graphic organizers.</p> <p><b>6. Read Aloud</b> – Model orally  <b>Shared Reading</b> – Model and practice orally  <b>Guided Reading-</b> Model and practice orally, orally discuss before,during and after reading.  <b>Independent Reading-</b> student orally reads a readers theater and /or other text, written response</p>	<p>4. Written and oral responses</p> <p>5. Written and oral responses, reading response journals.</p> <p>6. Oral performance (Readers Theater), written and oral responses</p>	<p>4.various types of texts (leveled text, anthology, poems, songs, big books)</p> <p>5. various types of texts (leveled text, anthology, poems, songs, big books), Graphic Organizers, reading response journals</p> <p>6. Readers Theater scripts</p>



**CAMP HILL SCHOOL DISTRICT**  
**First Grade: Reading Standards for Literature**

**COLLEGE AND CAREER READINESS ANCHOR STANDARD:**

Integration of Knowledge and Ideas

**BIG IDEAS:**

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 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.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p><b>7. How do the illustrations help me tell about the characters, setting, or events?</b></p> <p><b>8.</b></p> <p><b>9. How can two stories be alike or different?</b></p>	<p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>8. (Not applicable to literature).</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p><b>7. Read Aloud-</b> use think aloud strategy to model orally, graphic organizer  <b>Shared Reading-</b>model picture walk, model oral questioning and retelling techniques and graphic organizers, model written responses  <b>Guided Reading-</b> model and practice picture walks, model and practice oral questioning techniques and graphic organizers, and retelling techniques, model and practice written responses.  <b>Independent Reading-</b>use picture walks, students respond in journals to text and illustrations  <b>9. Read Aloud-</b> use think aloud strategy to model orally, graphic organizer  <b>Shared Reading-</b> model oral questioning and retelling techniques and graphic organizers, model written responses  <b>Guided Reading -</b> model and practice oral questioning techniques and graphic organizers, and retelling techniques, model and practice written responses.  <b>Independent Reading-</b> graphic organizer, written response</p>	<p>7. DRA2, oral response, reading response journals</p> <p>9. oral and written response</p>	<p>7. various types of texts (leveled text, anthology, poems, songs, big books), reading response journals, graphic organizers DRA2</p> <p>9. various types of texts (leveled text, anthology, poems, songs, big books), graphic organizers</p>



**CAMP HILL SCHOOL DISTRICT**  
**First Grade: Reading Standards for Literature**

**COLLEGE AND CAREER READINESS ANCHOR STANDARD:**

Range of Reading Level and Text Complexity

**BIG IDEAS:**

10. Read and comprehend complex literary and informational texts independently and proficiently.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<b>10. What strategies do good readers use to read different types of texts?</b>	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>10. Read Aloud-</b> use think aloud to model reading strategies (reading strategy bookmark/posters), and phrasing, fluency, and expression ,orally model questioning techniques <b>Shared Reading</b> –model reading strategies (reading strategy bookmark/posters), and phrasing, fluency, and expression, orally model questioning techniques <b>Guided Reading-</b> model and practice reading strategies (reading strategy bookmark/posters), and phrasing, fluency, and expression, orally model and orally practice questioning techniques <b>Independent Reading-</b> practice reading strategies (reading strategy bookmark/posters), and phrasing, fluency, and expression; use questioning techniques	10. Oral reading performance (DRA2, DIBELS)	10. various types of fiction and informational texts (leveled text, anthology, poems, songs, big books, Weekly Readers), reading strategies poster/bookmark, Oral Reading Fluency activities, Florida Center for Reading Resource website, other websites (Starfall, ABC Mouse) DRA2, DIBELS NEXT



# CAMP HILL SCHOOL DISTRICT

## First Grade: **Reading Standards for Informational Text**

**COLLEGE AND CAREER READINESS ANCHOR STANDARD:**

Key Ideas and Details

**BIG IDEAS:**

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p><b>1. How does asking and answering questions about the details help me understand the informational text?</b></p> <p><b>2. How does knowing the main topic and details help me understand the informational text?</b></p> <p><b>3. How does comparing people, events, ideas, or information help me understand a text?</b></p>	<p>1. Ask and answer questions about key details in a text.</p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>1.-3. <b>Read Aloud</b>- use think aloud strategy to model orally</p> <p><b>Shared Reading</b>- model oral questioning and retelling techniques and graphic organizers, model written responses</p> <p><b>Guided Reading</b>- model and practice oral questioning techniques and graphic organizers, and retelling techniques, model and practice written responses.</p> <p><b>Independent Reading</b>- students respond in journals to text</p>	<p>1. Oral and written comprehension responses, reading response journals</p> <p>2. Oral and written comprehension responses, DRA2, reading response journals</p> <p>3. Written and oral responses, reading response journals</p>	<p>1-3. various types of informational texts (leveled text, anthology, poems, songs, big books, Weekly Readers), graphic organizers, reading response journals, DRA2</p>



**CAMP HILL SCHOOL DISTRICT**  
**First Grade: Reading Standards for Informational Text**

**COLLEGE AND CAREER READINESS ANCHOR STANDARD:**

Craft and Structure

**BIG IDEAS:**

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p><b>4. How does asking and answering questions help me to understand the meaning of a word or phrase?</b></p> <p><b>5. How do I find the important information in a text?</b></p> <p><b>6. How do I find the important information in a text?</b></p>	<p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text features (e.g., 5. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>4. <b>Read Aloud</b>- Use of graphic organizer, model through oral discussion  <b>Shared Reading</b>- Think-pair-share, oral discussion, use of graphic organizer  <b>Guided Reading</b> – Think-pair-share, use of graphic organizer, oral discussion  <b>Independent</b>- connections to text, <i>response journals</i></p> <p>5.-6. Read Aloud – Use of graphic organizer, model through oral discussion, think aloud strategy, think-pair-share  Shared – think-pair-share, oral discussion, think aloud strategy, use of graphic organizer  Guided- Use of graphic organizer, think aloud strategy, retelling information in response journal  Independent- retelling using a response journal</p>	<p>4. Peer response group, informal observation of oral responses, <i>response journals</i></p> <p>5.-6. Student demonstration, oral response, <i>response journals</i></p>	<p>4.-5. various types of fiction and informational texts (leveled text, anthology, poems, songs, big books, Weekly Readers), graphic organizers, response journals</p>



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Integration of Knowledge and Ideas

**BIG IDEAS:**

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 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.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p><b>7. How do pictures and details help me understand the story?</b></p> <p><b>8. What is the author saying? How do I know?</b></p> <p><b>9. How can two texts on the same topics be the alike or different?</b></p>	<p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>7. <b>Read Aloud</b>- use think aloud strategy to model orally, graphic organizer  <b>Shared Reading</b>-model picture walk, model oral questioning and retelling techniques and graphic organizers, model written responses  <b>Guided Reading</b>- model and practice picture walks, model and practice oral questioning techniques and graphic organizers, and retelling techniques, model and practice written responses.  <b>Independent Reading</b>-use picture walks, students respond in journals to text and illustrations  8. <b>Read Aloud</b>- use think aloud strategy to model orally  <b>Shared and Guided</b> -model picture walk, model oral questioning and retelling techniques and graphic organizers, model written responses  <b>Independent</b>- picture walk, retelling techniques, graphic organizers, written responses  9. <b>Read Aloud and Shared Reading</b>- model graphic organizer, think aloud strategies, oral discussions, think-pair-share  <b>Guided Reading</b>- model and practice oral questioning techniques, graphic organizers, model and practice oral and written responses  <b>Independent</b>- graphic organizers, written responses</p>	<p>7. DRA2, oral comprehension response, peer response</p> <p>8. Reading response journals, oral response</p> <p>9. Oral and written response</p>	<p>7. various types of informational texts (leveled text, anthology, poems, songs, big books, Weekly Readers)</p>



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## First Grade: **Reading Standards for Informational Text**

**COLLEGE AND CAREER READINESS ANCHOR STANDARD:**

Range of Reading Level and Text Complexity

**BIG IDEAS:**

10. Read and comprehend complex literary and informational texts independently and proficiently.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p><b>10. What strategies do good readers use to read different types of informational texts?</b></p>	<p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>10. <b>Read Aloud-</b> use think aloud to model reading strategies (reading strategy bookmark/posters), and phrasing, fluency, and expression ,orally model questioning techniques  <b>Shared Reading</b> –model reading strategies (reading strategy bookmark/posters), and phrasing, fluency, and expression, orally model questioning techniques  <b>Guided Reading-</b> model and practice reading strategies (reading strategy bookmark/posters), and phrasing, fluency, and expression, orally model and orally practice questioning techniques  <b>Independent Reading-</b> practice reading strategies (reading strategy bookmark/posters), and phrasing, fluency, and expression; use questioning techniques</p>	<p>10. Student demonstration, Oral reading demonstration (DRA2)</p>	<p>10. various types of informational texts (leveled text, anthology, poems, songs, big books, Weekly Readers), reading strategies poster/bookmark,</p> <p>DRA2</p>





# CAMP HILL SCHOOL DISTRICT

## First Grade: Reading Standards for Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

### BIG IDEA: Print Concepts

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<b>1. What do good readers do?</b>	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).	1. Shared Reading- think aloud strategy, model and practice through interactive shared reading. Guided- think aloud strategy, model and practice locating features of print Independent- locate features of print	1. Student demonstration  a. Student demonstration	1. various types of texts (leveled text, anthology, poems, songs, big books) DRA2



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### BIG IDEA: Phonological Awareness

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p><b>2. How do sounds make words? How do sounds change words?</b></p>	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>2. a-d <b>Read Aloud and Shared-</b> use think aloud strategies to model orally, oral discussions  <b>Guided-</b> model and practice, use of think aloud, think-pair-share  <b>Independent-</b> practice through activities independently or with a partner or adult</p>	<p>2. Oral demonstration (DIBELS)</p> <p>a. Formal Observation , informal observation</p> <p>b. Formal Observation, informal observation</p> <p>c. Oral demonstration (DIBELS), formal observation, informal observation</p> <p>d. Oral demonstration (DIBELS)</p>	<p>2. various types of texts (leveled text, anthology, poems, songs, big books) DRA2, DIBELS Next, phoneme segmenting activities, nonsense words fluency activities, Florida Center for Reading Resource website</p>



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### BIG IDEA: Phonics and Word Recognition

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<b>3. What do good readers do?</b>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs</p> <p>b. Decode regularly spelled one-syllable words</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>3. <b>Read Aloud-</b> Use think aloud to model strategies, think pair share, oral discussions, model good oral reading</p> <p><b>Shared-</b> use think aloud to model strategies, think pair share, oral discussions, model and practice good oral reading</p> <p><b>Guided-</b> model and practice word analysis strategies, model and practice sight words/high frequency words, reading strategy bookmark/posters</p> <p><b>Independent-</b> practice word analysis strategies and sight words/high frequency words.</p>	<p>3. Formal Observation, DRA2, Informal Observation</p>	<p>3. various types of texts (leveled text, anthology, poems, songs, big books), making word activities, websites (Starfall, etc.), literacy center activities, games, Scholastic spelling list, Daily Language Review, reading strategies bookmark/posters</p> <p>Sight word assessment Sounding and blending word lists DRA2, DIBELS Next</p>



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### **BIG IDEA: Fluency**

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<b>4. How do good readers sound? What do good readers do?</b>	4. Read with sufficient accuracy and fluency to support comprehension  a. Read on-level text with purpose and understanding.  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read Aloud- model orally, oral discussions Shared – model orally, oral discussions, shared practice Guided- model orally, oral discussions, shared practice Independent- independent practice	4. Oral demonstration (DIBELS, DRA2), informal and formal observation	4. various types of texts (leveled text, anthology, poems, songs, big books); Florida Center for reading Research website, additional websites  DIBELS Next DRA2