

## DISTRICT 8 ESSENTIAL LEARNINGS: GRADE ONE

| <b>STUDENTS WILL/I CAN...</b>          |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
| <b><u>READING GOALS</u></b>            |  |  |  |  |  |  |  |  |
| 1                                      | Read many kinds of books and understand the difference between:<br>•Fiction (make believe)<br>•Non-Fiction (real stories)  |  |  |  |  |  |  |  |
| 2                                      | Find the main idea of a text.  |  |  |  |  |  |  |  |
| 3                                      | Find the character, setting, events and ending of the story.   |  |  |  |  |  |  |  |
| 4                                      | Find table of contents, index, bold-faced words and labels in non-fiction.   |  |  |  |  |  |  |  |
| 5                                      | Know the difference between fiction and non-fiction  |  |  |  |  |  |  |  |
| 6                                      | A) Use what looks right, sounds right, and makes sense when reading.<br>B) Use different reading strategies, such as rereading and self-correcting, to check my reading comprehension.<br>C) Ask and answer questions before, during and after reading to monitor.<br>D) Develop strategies to improve my reading comprehension: inferring, mental pictures, compare and contrast, draw conclusions, cause and effect. |  |  |  |  |  |  |  |
| 7                                      | Know and say beginning, middle and end sounds of words.  |  |  |  |  |  |  |  |
| 8                                      | Make words by putting sounds together.   |  |  |  |  |  |  |  |
| 9                                      | Break words into parts.  |  |  |  |  |  |  |  |
| 10                                     | Find and make words that rhyme.  |  |  |  |  |  |  |  |
| 11                                     | Distinguish long and short vowel sounds.   |  |  |  |  |  |  |  |
| 12                                     | Use letter/sound relationships to decode and read familiar words.  |  |  |  |  |  |  |  |
| 13                                     | Make predictions about the story, supporting them with information from the text or prior knowledge.   |  |  |  |  |  |  |  |
| 14                                     | A) Recall/retell the events in the story.<br>B) Make text-to-self and text-to-text connections.  |  |  |  |  |  |  |  |
| 15                                     | Choose "Just Right" books for independent reading  |  |  |  |  |  |  |  |
| 16                                     | Read appropriate grade level texts clearly and smoothly with accuracy and expression.  |  |  |  |  |  |  |  |
| 17                                     | Read to be entertained or informed.  |  |  |  |  |  |  |  |
| <b><u>SPEAKING/LISTENING GOALS</u></b> |  |  |  |  |  |  |  |  |
| 1                                      | Stay on topic while speaking.  |  |  |  |  |  |  |  |
| 2                                      | Actively listen and focus on the speaker.  |  |  |  |  |  |  |  |
| 3                                      | Follow two and three step oral directions.   |  |  |  |  |  |  |  |
| 4                                      | Take turns speaking in large and/or paired discussions.  |  |  |  |  |  |  |  |
| 5                                      | Share reading of poems, rhymes, songs and stories.   |  |  |  |  |  |  |  |
| 6                                      | Speak using grade one vocabulary.  |  |  |  |  |  |  |  |

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| 7  | Ask and respond appropriately to questions.   |  |  |  |  |  |  |  |
|    | <b><u>WRITING GOALS</u></b>   |  |  |  |  |  |  |  |
|    | <b><u>Prewriting</u></b>  |  |  |  |  |  |  |  |
| 1  | Write for a purpose and audience.   |  |  |  |  |  |  |  |
| 2  | Begin to use prewriting tools, such as lists, webs or story maps with help.   |  |  |  |  |  |  |  |
| 3  | Talk about the ideas I can write about.   |  |  |  |  |  |  |  |
| 4  | Write about what I know.  |  |  |  |  |  |  |  |
|    | <b><u>Drafting</u></b>  |  |  |  |  |  |  |  |
| 5  | Use grade one tools for writing: picture dictionary, word wall, classroom library.  |  |  |  |  |  |  |  |
| 6  | Spell many grade one words correctly. Attempt to spell some longer, more complex words using letters and sounds I know. (Onset and rime and letter/sound relationships) |  |  |  |  |  |  |  |
| 7  | Try to write complete sentences with capitals and correct punctuation; period and may use question and exclamation marks.   |  |  |  |  |  |  |  |
| 8  | Use capital letters for names, beginning of sentences and I.  |  |  |  |  |  |  |  |
|    | <b><u>Revising</u></b>  |  |  |  |  |  |  |  |
| 9  | Reread my writing using a basic checklist or rubric.  |  |  |  |  |  |  |  |
| 10 | Write sentences that make sense.(who, what)   |  |  |  |  |  |  |  |
| 11 | Share my writing and with support make basic changes.   |  |  |  |  |  |  |  |
| 12 | Revise my draft for ideas, organization and word choice.  |  |  |  |  |  |  |  |
|    | <b><u>Editing</u></b>   |  |  |  |  |  |  |  |
| 13 | Reread my work using a checklist or rubric.   |  |  |  |  |  |  |  |
| 14 | Reread my writing to see that it makes sense.   |  |  |  |  |  |  |  |
| 15 | Edit my draft using using grade one tools for writing: picture dictionary, word wall, classroom library.  |  |  |  |  |  |  |  |
| 16 | Edit my work using proof-reading marks with help.   |  |  |  |  |  |  |  |
|    | <b><u>Publishing</u></b>  |  |  |  |  |  |  |  |
| 17 | Print correctly and neatly during publishing.   |  |  |  |  |  |  |  |
| 18 | Publish my writing to share with an audience.   |  |  |  |  |  |  |  |
|    | Essentials: Grade 1   |  |  |  |  |  |  |  |