



Standards for Reading		
	Literature & Fiction	Informational & Nonfiction
Key Ideas & Details	First grade readers ask and answer questions about their reading. They retell stories and write, talk, and draw about characters and settings. With prompting and support, first grade readers identify the lesson or central message of a story or poem.	First grade readers ask and answer questions about their reading. They identify the main topic and key details of a nonfiction text. With prompting and support, first grade readers describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft & Structure	First grade readers notice the words and phrases an author or poet uses to suggest feelings or appeal to the senses. They distinguish between common types of stories including folktales and fairytales. With prompting and support, first grade readers identify who is telling the story (narrator).	First grade readers ask and answer questions to help determine or clarify the meaning of words and phrases in a text. They know and use a variety of text features including headings, contents, and glossaries. First grade readers can distinguish between information provided by pictures/photos and that provided by the words in a text.
Integration of Knowledge & Ideas	First grade readers use illustrations and details to describe story elements including characters and setting. They compare and contrast the adventures and experiences of characters in stories.	First grade readers use illustrations and details to describe a text's key ideas. They can identify reasons an author gives to support points in a text and can point out basic similarities and differences between two texts on the same topic.
Range of Reading & Text Complexity	With prompting and support, first grade readers self-select appropriate texts for independent reading across a variety of genres, cultures, and perspectives. They read appropriate texts with accuracy, fluency, and comprehension.	With prompting and support, first graders read and comprehend a variety of appropriate informational texts. They self select texts across a range of topics. They read appropriate texts with accuracy, fluency, and comprehension.

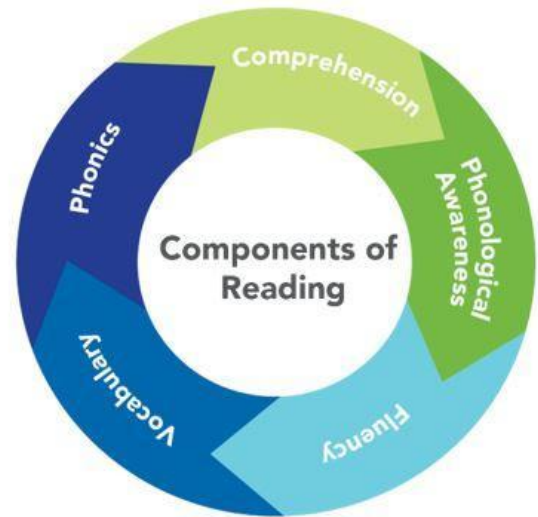
Foundational Literacy Skills	
Print Concepts	First grade readers understand how books work. They demonstrate understanding of text features and organization. They recognize sentence features including first word capitalization and ending punctuation.
Phonological Awareness	First grade readers can distinguish between long and short vowel sounds in spoken words. They can blend, isolate, and segment phonemes in single-syllable words.
Phonics and Word Recognition	First grade readers know and apply grade-level phonics and word analysis skills. They decode regularly spelled one-syllable words and recognize grade-appropriate high frequency words. They apply knowledge of consonant digraphs, final consonant –e, and common long vowel team conventions. First grade readers decode longer words by following basic patterns for breaking syllables and they read words with inflectional endings.
Fluency	First graders read appropriate texts with sufficient accuracy to support comprehension. They apply text-appropriate rate, phrasing, and expression when reading orally. First grade readers self-correct when their reading doesn't make sense.



Structures for Learning

During reading instructional time, students and teachers may be engaged in...

- Whole class direct & explicit instruction
- Small group direct & explicit instruction
- Flexible grouping
- Skill and Strategy Grouping
- Interactive read-aloud for oral language
- Shared and performance reading.
- Reader's Response writing
- Independent work, including centers/stations
- Partner reading & Independent reading
- Teacher or peer conferencing



Florida Center for Reading Research

A Multi-Tiered System of Support for Literacy (MTSS)

Pentucket's MTSS for Literacy is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.



Tier 1 Instruction is the general education curriculum that is delivered to all students. This instruction uses the structures for learning listed above using the district approved curriculum resources. Literacy Instruction for 1st Grade occurs in a 90 minute block with a combination of whole class and flexible small group instruction on the 5 Components of Reading.

Tier 2 and Tier 3 Instruction occurs in the 90 minutes of classroom time with focused flexible groups taught by the general education teachers, special education teachers, and Reading or Title I teachers but also may occur in additional time, beyond the 90 minutes in small group pull-out sessions. This instruction focuses on specific skills and needs that are behind and likely to hinder progress without focused intervention.

Benchmark assessments given 3 times per year to help make decisions on which students need which type and level of intervention. Progress Monitoring data is regularly collected on students receiving interventions so school staff can measure its effectiveness and adjust as needed.

Pentucket Regional School District

Reading & Literacy Curriculum Guide

Grade 1



PRSD Curriculum Tools and Resources

Grade 1

Component of Reading	Tool or Resource	Methodology
Phonics	Foundations	<ul style="list-style-type: none"> • Whole class explicit skill instruction. • Small group direct and explicit skill reteaching and guided practice • Independent and collaborative practice
Phonological Awareness	Heggerty Curriculum & Foundations	<ul style="list-style-type: none"> • Whole class explicit skill instruction • Small group direct and explicit skill reteaching and guided practice • Independent and collaborative practice
Vocabulary	Wit + Wisdom, Oral Language Work, Read Aloud	<ul style="list-style-type: none"> • Direct Oral Language instruction • Read Alouds • Independent and collaborative practice • Explicit vocabulary and content knowledge instruction • Vocabulary “deep dives” • Engagement with complex texts
Comprehension	Wit & Wisdom	<ul style="list-style-type: none"> • Shared core texts with whole class • Direct and explicit whole class instruction • Small group Targeted Instruction • Independent reading and collaborative practice • Knowledge building content instruction • Listening Stations • Written response to reading • End of Module Tasks
Fluency	Foundations & Decodable texts (including Geodes)	<ul style="list-style-type: none"> • Small Group direct instruction • Partner reading • Listening station • Repeated readings • Formal and informal fluency performances

Pentucket Regional School District

Reading & Literacy Curriculum Guide

Grade 1

