

**First Draft RE-1 VALLEY LITERACY CURRICULUM FRAMEWORK**  
**FIRST GRADE** **12/3/02**

READING BLOCK COMPONENT	AUGUST/ SEPTEMBER	OCTOBER	NOVEMBER/ DECEMBER	JANUARY/ FEBRUARY	FEBRUARY/ MARCH	APRIL	MAY
<b>Standards</b> 1. Students will use explicit comprehension strategies to understand a variety of texts (Rd. Block: guided reading/ independent practice) 2. Students will use specific thinking skills to understand a variety of texts (Rd Block: guided reading/ independent practice) 3. Students will use word recognition strategies to understand a variety of texts (Rd. Block: word work)	<b>1.1 Monitoring understanding</b> <b>1.2 Using back-ground knowledge/ schema making connections</b>  <b>2.1 Making connections</b> <b>2.2 Predicting</b> <b>2.3 Sequencing</b> <b>2.4 Setting</b> 2.5 Beginning, Middle, End 2.6 Retelling 2.7 Main Idea (modeling by teacher) <b>2.8 Using Picture Clues</b> <b>2.9 Syntax</b> <b>2.10 Semantic</b>  3.1 Alphabet Review 3.2 Beginning and ending sounds 3.3 Words that begin and end with the same sound 3.4 Introduction / Review of Sight words 3.5 Consonants and short a 3.6 Stretching 3.7 Chunking 3.8 Finding smaller words 3.9 Grapho- phonics 3.10 Word families (Blending Shelf)	1.1 Using background knowledge/ schema-making connections <b>1.2 Asking questions</b>  <b>2.1 Questioning skills-generating answers</b> <b>2.2 Predicting</b> 2.3 Sequencing <b>2.4 Setting</b> 2.5 Beginning, Middle, End 2.6 Retelling 2.7 Main Idea <b>2.8 Using Picture Clues</b> <b>2.9 Syntax</b> <b>2.10 Semantic</b>  3.1 Consonants, short t I, short 0 3.2 Reversal Help 3.3 Y as a vowel 3.4 c, k, ck 3.5 Word Families 3.6 Open/Closed Syllables Clover markings	1.1 Asking questions <b>1.2 Inferring</b>  <b>2.1 Characterization</b> <b>2.2 Predicting</b> <b>2.3 Sequencing</b> <b>2.4 Setting</b> <b>2.5 Beginning, Middle, End</b> <b>2.6 Retelling</b> 2.7 Main Idea <b>2.8 Using Picture Clues</b> <b>2.9 Syntax</b> <b>2.10 Semantic</b> 2.11 Inferring  3.1 Consonants short O, short e 3.2 ss,ll,ff,zz 3.3 digraphs, tch, sh, ch, wh 3.4 ng,nk, with short v 3.5 initial consonant blends 3.6 Word families  Clover markings	1.1 Determining importance <b>1.2 Synthesis</b>  <b>2.1 Main idea</b> <b>2.2 Predicting</b> <b>2.3 Sequencing</b> <b>2.4 Setting</b> <b>2.5 Beginning, Middle, End</b> <b>2.6 Retelling</b> 2.7 Main Idea <b>2.8 Using Picture Clues</b> <b>2.9 Syntax</b> <b>2.10 Semantic</b>  3.1 Development of initial blends 3.2 Final consonant blends 3.3 Suffixes s,es, ing, er, ed 3.4 vowel combination, silent e 3.5 Develop vocabulary Super Clusters	<b>1.1 Synthesis</b>  <b>2.1. Summarizing</b> <b>2.2 Beginning, Middle, End</b> <b>2.3 Predicting</b> <b>2.4 Sequencing</b> <b>2.5 Setting</b> <b>2.6 Retelling</b> <b>2.7 Main Idea</b> <b>2.9 Using Picture Clues</b> <b>2.9 Syntax</b> <b>2.10 Semantic</b>  3.1 V-e syllables 3.2 vowel teams 3.3 Develop vocabulary Super Clusters	1.2 Visualizing and sensing  2.1 Create Image 2.2 Predicting 2.3 Sequencing 2.4 Setting 2.5 Beginning, Middle, End 2.6 Retelling 2.7 Main Idea 2.8 Using Picture Clues 2.9 Syntax 2.10 Semantic  3.1 Controlled r 3.2 Consonant-le 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	2.2 Predicting 2.3 Sequencing 2.4 Setting 2.5 Beginning, Middle, End 2.6 Retelling 2.7 Main Idea 2.8 Using Picture Clues 2.9 Syntax 2.10 Semantic  3.1 Irregular vowel teams 3.2 Syllable division vc/cv 3.3 Develop vocabulary Clusters Context
<b>CURRICULUM ALIGNMENT GENRES AND MATERIALS</b> 4. Students will	Genre: <b>Fiction</b> 1.Title 2.Character 3.Problem/Solution	Genre: <b>Fiction</b> 1.Title 2.Character 3.Problem/Solution	Genre: <b>Fiction</b> 1.Title 2.Character 3.Problem/Solution	Genre: <b>Fiction</b> 1.Title 2.Character 3.Problem/Solution	Genre: <b>Fiction</b> 1.Title 2.Character 3.Problem/Solution	Genre: <b>Fiction</b> 1.Title 2.Character 3.Problem/Solution	Genre: <b>Fiction</b> 1.Title 2.Character 3.Problem/Solution

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understand defining features and structures of genres (Rd block: guided reading/ independent practice) 5. Students will explore similarities and differences among stories and the ways in which those stories reflect author background and culture(s).	<b>4.Setting</b> 5.Beginning, Middle End <b>Nonfiction</b> <b>Factual</b> <b>Headings</b> Captions Bold print Charts Graphs <b>Table of Contents</b> Index Labels <b>Photographs</b> Comparisons Cutaways Maps Types of print Close ups Glossary  <b>Poetry</b> 1. Nursery Rhymes 2. Rhyming 3. Non-rhyming 1.1 Big Books 1.2 Story time Literature Exposure 1.3 Environmental Print 1.4 Walls	<b>4.Setting</b> 5.Beginning, Middle End <b>Nonfiction</b> <b>Factual</b> <b>Headings</b> Captions <b>Bold print</b> Charts Graphs <b>Table of Contents</b> Index Labels <b>Photographs</b> Comparisons Cutaways Maps Types of print Close ups Glossary  <b>Poetry</b> 1. Nursery Rhymes 2. Rhyming 3. Non-rhyming 1.1 Big Books 1.2 Story time Literature Exposure 1.3 Environmental Print 1.4 Walls 1.5 Leveled books 1.6 Book bags(take home) 1.7 Browser bags	<b>4.Setting</b> <b>5.Beginning, Middle End</b> <b>Nonfiction</b> <b>Factual</b> <b>Headings</b> Captions <b>Bold print</b> Charts Graphs <b>Table of Contents</b> <b>Index</b> Labels <b>Photographs</b> Comparisons Cutaways Maps <b>Types of print</b> Close ups Glossary  Poetry 1. Nursery Rhymes 2. Rhyming 3. Non-rhyming 1.1 Big Books 1.2 Story time Literature Exposure 1.3 Environmental Print 1.4 Walls 1.5 Leveled books 1.6 Book bags(take Home) 1.7 Browser bags	<b>4.Setting</b> <b>5.Beginning, Middle End</b> <b>Nonfiction</b> <b>Factual</b> <b>Headings</b> Captions <b>Bold print</b> Charts Graphs <b>Table of Contents</b> <b>Index</b> Labels <b>Photographs</b> Comparisons Cutaways Maps <b>Types of print</b> Close ups Glossary  <b>Poetry</b> 1. Nursery Rhymes 2. Rhyming 3. Non-rhyming 1.1 Big Books 1.2 Story time Literature Exposure 1.3 Environmental Print 1.4 Walls 1.5 Leveled books 1.6 Book bags(take Home) 1.7 Browser bags	<b>4.Setting</b> <b>5.Beginning, Middle End</b> <b>Nonfiction</b> <b>Factual</b> <b>Headings</b> Captions Bold print Charts Graphs <b>Table of Contents</b> <b>Index</b> Labels <b>Photographs</b> Comparisons Cutaways Maps <b>Types of print</b> Close ups Glossary  <b>Poetry</b> 1. Nursery Rhymes 2. Rhyming 3. Non-rhyming 1.1 Big Books 1.2 Story time Literature Exposure 1.3 Environmental Print 1.4 Walls 1.5 Leveled books 1.6 Book bags(take Home) 1.7 Browser bags	4.Setting 5.Beginning, Middle End <b>Nonfiction</b> Factual Headings Captions Bold print Charts Graphs Table of Contents Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary <b>Poetry</b> 1. Nursery Rhymes 2. Rhyming 3. Non-rhyming 1.1 Big Books 1.2 Story time Literature Exposure 1.3 Environmental Print 1.4 Walls 1.5 Leveled books 1.6 Book bags(take Home) 1.7 Browser bags 1.8 Computer AR	4.Setting 5.Beginning, Middle End <b>Nonfiction</b> Factual Headings Captions Charts Captions Bold print Charts Graphs Table of Contents Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary  <b>Poetry</b> 1. Nursery Rhymes 2. Rhyming 3. Non-rhyming 1.1 Big Books 1.2 Story time Literature Exposure 1.3 Environmental Print 1.4 Walls 1.5 Leveled books 1.6 Book bags(take Home) 1.7 Browser bags 1.8 Computer AR
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<b>ASSESSMENT RESPONSES</b> 6. Students will synthesis and respond to various genres. a. strategy prompts and responses b. CBLA requirement c. CSAP testing genres (Rd. Block: guided reading/ independent practice)	6a. Retelling  6b. Oral/verbal responses(see below) 6c. Observations 6d. Unit tests (vowels) 6e. Written responses 6g. Running record  District Testing Observation Survey Rosner	6a. Retelling 6b. Oral/verbal responses 6c. Observations 6d. Unit test (vowels) 6e. Verbal responses 6f. Written responses 6.g Running records	6a. Retelling 6b.Oral/verbalresponses 6c. Observations 6d. Unit test (vowels) 6e. Verbal responses 6f. Written responses 6.g Running records	<b>6a. Retelling</b> <b>6b. Oral/verbal responses</b> <b>6c. Observations</b> <b>6d. Unit test (vowels)</b> <b>6e. Verbal responses</b> 6f. Written responses 6.g Running records District Testing DRA/Observation Survey Rosner	6a. Retelling 6b. Oral/verbal responses 6c. Observations 6d. Unit test (vowels) 6e. Verbal responses 6f. Written responses 6.g Running records 6h. Accelerated Reader Tests	6a. Retelling 6b. Oral/verbal responses 6c. Observations 6d. Unit test (vowels) 6e. Verbal responses 6f. Written responses 6.g Running records 6.hAccelerated Reader Tests	6a. Retelling 6b. Oral/verbal responses 6c. Observations 6d. Unit test (vowels) 6e. Verbal responses 6f. Written responses 6.g Running records 6h. Accelerated Reader Tests  District Testing DRA/Observation Survey Rosner
<b>INSTRUCTIONAL STRATEGIES/ GROUPING</b>	<b>(The following strategies are introduced here and on going throughout the year)</b> <b>1.Picture walk</b> <b>2. Patterns in reading</b> 3. Sequencing <b>4. Story time</b> 5. KWL Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. <b>Making Connections Oral</b> This reminds me of... I have a connection. Remember When Text to me Text to text <b>Response Journal</b> My favorite part This reminds me of I like I can  <b>Vocabulary</b> Super Cluster (categories) Organize words in your	<b>(The following strategies are introduced here and on going throughout the year)</b> <b>1.Picture walk</b> <b>2. Patterns in reading</b> 3. Sequencing <b>4. Story time</b> 5. KWL Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. <b>Asking questions Oral</b> <b>I wonder..</b> <b>How come</b> <b>Why</b> <b>I'm confused</b> <b>I don't get it</b>  <b>Text Codes</b> ? question reader has (teacher modeled) Happy Face- my favorite part Question Webs Burning questions from class	<b>(The following strategies are introduced here and on going throughout the year)</b> <b>1. Picture walk</b> <b>2. Patterns in reading</b> <b>3. Sequencing</b> <b>4. Story time</b> <b>5. KWL</b>  Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. <b>Visualizing Oral</b> <b>How words make pictures in your mind</b> Showing not telling and how it links to visualization I get a picture in my mind I can see it It's like a movie in my head I visualized  <b>Text Codes</b>	<b>(The following strategies are introduced here and on going throughout the year)</b> <b>1. Picture walk</b> <b>2. Patterns in reading</b> <b>3. Sequencing</b> <b>4. Story time</b> <b>5. KWL</b>  Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. <b>Determining Importance Oral</b> Discussions about content This is really important...  <b>2 Column Notes</b> Quote or picture from text/ My connection What the Text is about/ What it reminds me of Words in the text/My	<b>(The following strategies are introduced here and on going throughout the year)</b> <b>1.picture walk</b> <b>2. Patterns in reading</b> <b>3. Sequencing</b> <b>4. Story time</b> <b>5. KWL</b> Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures.  <b>Synthesis Oral</b> Ongoing discussions of evolving thinking I get it. Aha! Yes!  <b>Two- Column Notes</b> What the text is about/ What it makes me think about Direct Quote/Personal Response	<b>(The following strategies are introduced here and on going throughout the year)</b> <b>1.picture walk</b> <b>2. Patterns in reading</b> <b>3. Sequencing</b> <b>4. Story time</b> <b>5. KWL</b> (The following strategies are introduced here and on going throughout the year)  Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. <b>Visualizing Oral</b> How words make pictures in your mind Showing not telling and how it links to visualization I get a picture in my mind I can see it It's like a movie in my head I visualized  <b>Other</b> Listening to recorded sounds to stimulate images-making an image in mind or drawing a picture Drawing a picture of what is visualized during	<b>(The following strategies are introduced here and on going throughout the year)</b> <b>1. Picture walk</b> <b>2. Patterns in reading</b> <b>3. Sequencing</b> <b>4. Story time</b> <b>5. KWL</b> <b>Visualizing Oral</b> How words make pictures in your mind Showing not telling and how it links to visualization I get a picture in my mind I can see it It's like a movie in my

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	room by categories, such as months By Alphabet (Word Walls)	<p><b>Inferring</b>  <b>Oral</b>  Discuss themes  <b>I think</b>  Maybe it means  I'm guessing that  <b>I predict</b></p> <p><b>Vocabulary</b>  Super Cluster (categories)  Organize words in your room by categories, such as months  By Alphabet (Word Walls)</p>	<p>Picture of eye- picture  Happy face- my favorite part</p> <p><b>Other</b>  Listening to recorded sounds to stimulate images-making an image in mind or drawing a picture  <b>Drawing a picture of what is visualized during read aloud</b>  Listening to music and describing what is visualized  Drawing a sequence of drawings like a movie( beginning, middle, end)  Sketch to stretch (page 274,  <i>Strategies that work</i>)  <b>Vocabulary</b>  Super Cluster (categories)  Organize words in your room by categories, such as months  By Alphabet (Word Walls)</p>	<p>personal connection  Words in the text/My personal connection to an issue, event or person</p> <p><b>Two Column Notes</b>  Topic/ Details  Words from Text/Important Information  Words from Text/ Important Ideas  What's interesting/ What's important  Opinion/ Proof from Text  Theme/ Evidence from Theme  Important Event/ Evidence from the text  Character/s Motivation/ Evidence from the text</p> <p><b>Synthesis</b>  <b>Oral</b>  Ongoing discussions of evolving thinking  I get it.  Aha!  Yes!</p> <p><b>Two- Column Notes</b>  What the text is about/ What it makes me think about  Direct Quote/Personal Response  Opinion before reading/new ideas  Quote or picture/ new idea  Information from text/ new insight  Content/ process  What's interesting/ What's Important</p> <p><b>Others</b>  Venn diagram  Time line of our thinking</p>	<p>Opinion before reading/new ideas  Quote or picture/ new idea  Information from text/ new insight  Content/ process  What's interesting/ What's Important</p> <p><b>Others</b>  Six Questions- who? what?, when? Where? Why? How? To remember information and make sense  (The following strategies are introduced here and on going throughout the year)</p> <p><b>Oral</b>  Discussions about content  This is really important...</p> <p><b>Text Codes</b>  ? question reader has (teacher modeled)  Happy Face- my favorite part</p> <p><b>Two Column Notes</b>  <b>Topic/ Detail</b>  Opinion/ Proof from Text  Theme/ Evidence from Theme  Important Event/ Evidence from the text  Character/s Motivation/ Evidence from the text</p> <p><b>Three Column Notes</b>  Facts/ Questions/ Response  Topic/Details/ Responses  Evidence For/ Evidence Against/ Personal Opinion</p>	<p>head  I visualized</p> <p><b>2 Column Notes</b>  Quote/Picture from text/ my image  What the text is about/ what I see  Words on the page/ picture in my mind  Words on the page/ My mental map of what happened</p> <p><b>Other</b>  Listening to recorded sounds to stimulate images-making an image in mind or drawing a picture  Drawing a picture of what is visualized during reading  Listening to music and describing what is visualized  Drawing a sequence of drawings like a movie(beginning, middle, end)  Sketch to stretch (page 274, <i>Strategies that work</i>)  <b>Vocabulary</b>  Super Cluster (categories)  Organize words in your room by categories, such as months  By Alphabet (Word Walls)  Replace "tired" words with "WOW" words to enhance word choice</p>	<p>reading  Listening to music and describing what is visualized  Drawing a sequence of drawings like a movie (beginning, middle, end)  Sketch to stretch (page 274,  <i>Strategies that work</i>)  <b>Vocabulary</b>  Super Cluster (categories)  Organize words in your room by categories, such as occupations  By Alphabet (Word Walls)</p>
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				<p>Six Questions- who?  what?, when? Where?  Why? How? To  remember information  and make sense</p> <p><b>Vocabulary</b>  Super Cluster  (categories)  Organize words in your  room by categories, such  as months  By Alphabet (Word  Walls)</p>	<p><b>Synthesis</b>  <b>Oral</b>  Ongoing discussions of  evolving thinking  I get it.  Aha!  Yes!</p> <p><b>Text Codes</b>  SZ- synthesis  2+2 – put it all together  Drawing of a light bulb-  new idea, confusion  cleared up</p> <p><b>Two- Column Notes</b>  What the text is about/  What it makes me think  about  Direct Quote/Personal  Response  Opinion before  reading/new ideas  Quote or picture/ new  idea  Information from text/  new insight  Content/ process  What's interesting/  What's Important  Compare/ contrast</p> <p><b>Others</b>  Venn diagram  Time line of our  thinking  Six Questions- who?  what?, when? Where?  Why? How? To  remember information  and make sense</p> <p><b>Vocabulary</b>  Super Cluster  (categories)  Organize words in your  room by categories, such  as occupations  By Alphabet (Word  Walls)  Unit conceptual Clusters  Organize words of units  together</p>	
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					Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections		
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