

2017 - 2018

Parent Boot Camp

First Grade Curriculum

- 1.RL.1 Ask and answer questions about key details in a text.
- 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.3 Describe characters, settings, and major events in a story, using key details.
- 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- 1.RI.1.1 Ask and answer questions about key details in a text.
- 1.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- 1.RI.1.8 Identify the reasons an author gives to support points in a text.
- 1.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 1.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

REMEMBER: Students will need to be able to answer comprehension questions both orally and in written form.

Read 3D Tests

- Read 3D Consists of Several Tests
 - LNF = Letter Naming Fluency
 - PSF = Phoneme Segmentation Fluency
 - NWF = Nonsense Word Fluency
 - WR = Word Recognition
 - DORF = Dibels Oral Reading Fluency
 - TRC = Text Reading and Comprehension

Read 3D Helps Teachers...

- Find students present levels
- Create lessons to meet individual student needs
- Create guided reading groups for their classroom and the CARE room
- Make effective decisions to meet learning objectives
- Monitor student progress
- Guide reading instruction.

LNF = Letter Naming Fluency

R	y	b	O	l	T	x	A	c	H
j	Q	q	s	Z	e	J	m	p	P
v	a	g	o	q	w	Y	f	C	l
n	t	B	h	x	s	k	K	j	E
z	t	s	M	H	F	d	A	D	y
w	u	S	U	Q	o	M	k	i	G
F	D	b	z	x	V	T	r	p	P
n	N	l	j	i	W	o	B	g	j
m	n	x	A	T	r	l	N	S	c
w	K	t	v	Q	F	V	e	y	M
I	d	c	U	R	P	F	y	a	m

**Beginning of Year
Benchmark Sample
Grade 1**

Your child is given
1 minute to
identify as many
letters as they
can. When the
minute is over the
teacher says stop.

PSF = Phoneme Segmentation Fluency

PSF measures the ability to break apart words into individual phonemes. Use your arm and tap it out!

b

oa

t

The word "boat" comprises three phonemes.

NWF = Nonsense Word Fluency

dop	fib	mug	zos	cej
sp	vig	cod	hid	mak
buk	zup	beg	maf	lig
vet	kuz	gej	dan	pif
lop	dos	mox	tej	kak
tuf	giv	cap	sel	gam
jaz	hum	zok	nov	pag

Beginning of Year
Benchmark Sample
Grade 1

Your child is given 1 minute to read as many nonsense words as they can. If they can't read the whole word then they say each of the letter sounds. By the mid and end of the year assessments, we are looking for them to read the whole word.

DORF = Dibels Oral Reading Fluency

There are some sample reading passages on the website below!

<http://terpconnect.umd.edu/~dlspeece/cbmreading/studentmat/grade1/>

Middle of the Year
Benchmark
Samples
Grade 1

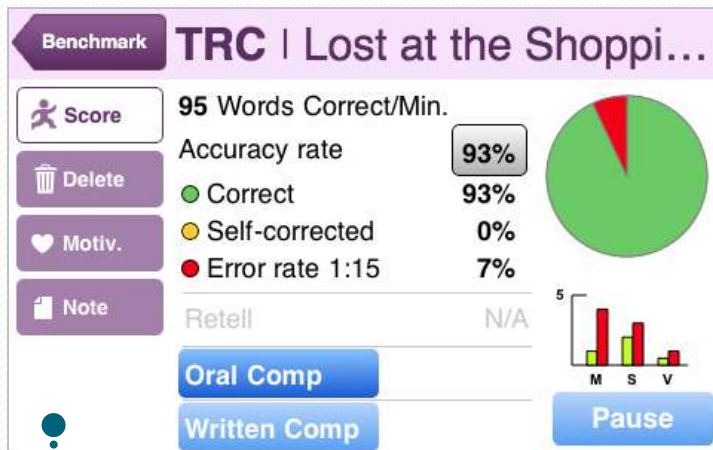
Little Bear's Friend

He could hear the wind sing. And he could feel the wind on his fur, on his eyes, on his little black nose.
He shut his eyes, and let the wind brush him. He opened his eyes, and saw two little squirrels.
"Play with us," they said.
"No time," said Little Bear. "I have to go home for lunch."
He began to climb down, and saw four little birds.
"Look at us," they said, "we can fly."
"I can, too," said Little Bear. "But I always fly down. I can't fly up or sideways."
He climbed down some more, and saw a little green worm.
"Hello," said the little green worm. "Talk to me."
"Some other time," said Little Bear. "I have to go home for lunch."
He climbed all the way down, and there he saw a little girl.
"I think I am lost," said the little girl. "Could you see the river from the treetop?"
"Oh, yes," said Little Bear. "I could see the river. Do you live there?"
"Yes," said the little girl. My name is Emily. And this is my doll Lucy."
"I am Little Bear, and I can take you to the river. What is in that basket?"

The teacher gives them a passage and they have one minute to read as much as possible. After one minute is up they retell as much as they can remember from what they read.

TRC Written Comprehension Questions are for TRC Level F and Higher

Going Shopping-Level G



1. Tell how goods and services are different. Use parts of the book in your answer.

2. Complete the chart. Write two text features you found in the book and tell how the text features helped you understand the text.

Text Feature	How did it help you?

Sample Written Comprehension Questions:



What is CARE?

C.A.R.E. is a wonderful opportunity for all first grade students at Wintergreen Primary to help your child become a successful reader and writer. Your child's class will come to the CARE room Monday-Thursday with their classroom teacher and teacher assistant. Instruction will be provided by 2 literacy specialists and classroom teachers. The class will divide into four groups to work on reading, comprehension, fluency, writing and word work. Each group will rotate among the four teachers every two weeks. Our goal is to provide differentiated instruction to help meet your child's specific needs

How Can You Help At Home?

- **Packet to come home in Communication Folder next week**
- Decoding Detectives
 - This is a great bookmark for home! We use them everyday in our reading groups!
- Reading Comprehension Questions
 - These questions will be useful when reading at home. After reading with your child, write down one of these questions, and have them answer the question in written form. Once they are finished go back over their answer with them. Make sure they use punctuation, capitalization, complete sentences, and details in their answers. They must answer comprehension questions for Levels F and higher.

How Can You Help At Home?

- Short Vowel and Long Vowel Posters

- We will continue to study short vowel and long vowel patterns in our phonics lessons. When reading with your child refer to this sheet to help them with stretching out words and saying sounds they know. When writing at home use this sheet to encourage them to spell their words correctly.

- Consonant Clusters and Digraphs Poster

- We will be studying these in both the regular classroom and the CARE room. These pictures and words give the students an example of how to sound out certain words.

How Can You Help At Home?

- Various Word Lists

- Students need to be able to recognize these words when reading and spell these words when writing. Some of these words will look familiar because these words will also be their spelling words. Once they master a list then they move on to the next list.

- Nonsense Word Fluency Monthly Practice

- Students need to be practicing these nonsense words. The children may know these as "Make-Believe Words or Silly Words." Practicing these nonsense words will help the students master the sounds each letter makes. Please remember when your child is sounding these words out they are ALL short vowel patterns. When the students are assessed they are given one minute for this assessment. The goal is to say as many nonsense words before the time is up. At the beginning of the year, most first graders will say the sound for each letter, but we are working towards saying the whole word by the end of the year. Keep practicing this at home!

Text Features

This is the Text Features Chart we use in the classroom and in the CARE room. Text Features help the students understand the information in the books and how to use/find certain items in their books.

Text Features

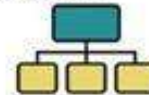
BOLD PRINT

Colored Text

Italics

BIG TEXT
small text

Diagrams



Timelines



Highlighted Text

Pictures/Captions



Buses like this one take children to school.



Picking flowers to give to a sick friend is one way to help.



After picking apples, you can make apple pie.



Frogs live in wet habitats like this one.

- Bullets
- Bullets
- Bullets
- Bullets
- Bullets
- Bullets

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Glossary

amphibian – (n) an organism that can live on land and in water
 frog – (n) an amphibian with smooth skin that lives in water more
 toad – (n) an amphibian with bumpy skin that lives on land more

Maps



Tables/Charts

	Frogs	Toads
Diet		
Habitat		
Physical Traits		

Graphs





Questions?

Writing

- Personal Narrative/Imaginative Narratives: Students should write narratives in which they include two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Ex: One special day, I ...

- Opinion Pieces: First grade students should be able to express their opinion and demonstrate the ability to share their opinion with others. In first grade, students write opinion pieces that clearly state their preferences and supply supporting reasons for their thinking. Example: Playing games on a phone/tablet is better than playing games on a computer because...

Informative/Explanatory Pieces: Students should be able to write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Example: In order to build a snowman...

Writing

•Writing will also be integrated throughout all areas of the curriculum in the form of “quick writes.” Ex: What strategy did you use to solve this addition sentence? Is there a more effective strategy you could have used?

When writing students should:

- Write neatly.
- Use a capital letter at the beginning of each sentence.
- Capitalize “names” and the letter I. Including names of people, places, days of the week, months, etc.
- Use punctuation at the end of each sentence.
- Use spacing between words.
- Spell known high frequency words correctly.
- Use invented spelling for unknown words.



Questions?

Social Studies

Essential Standards:

1.H.1 Understand that history tells a story of how people and events changed society over time.

The students will know:

- Factors that lead to change in neighborhood or communities.
- The definition of folklore and celebrations including, but not limited to Kwanza, Cinco de Mayo, Yom Kippur, Christmas, Chinese New Year, etc.
- National holidays are important and are created for a historical and cultural reasons.

1.G.1 Use geographic representations, terms and technologies to process information from a spatial perspective.

The students will know:

- Geographic tools are used to identify and describe landforms and bodies of water.
- Maps and other geographic tools are used to locate familiar contexts.
- Symbols represent features on a map.

Social Studies

Essential Standards:

1.G.2 Understand how humans and the environment interact within the local community.

The students will know:

- Ways people use, conserve, and waste natural resources in their community.

1.E.1 Understand basic economic concepts.

The students will know:

- The ways people use money they earn to buy goods and services.
- The difference between goods and services.
- People often prioritize choices based on wants and needs.
- The definitions of supply and demand.

Social Studies

Essential Standards:

1.C&G.1 Understand the importance of rules.

The students will know:

- How rules ensure a safe society in the home, school and community.
- The roles and responsibilities of people with authority.
- Examples of ways to solve conflicts.

1.C.1 Understand the diversity of people in the local community.

The students will know:

- Individual differences in languages, beliefs and customs that may be unique to one's culture.
- Comparisons of beliefs, customs, ceremonies, traditions and social practices of different cultures.
- Examples of literature, art and music in diverse cultures.



Questions?