

Content to be added to RM for students in Grade 1.			
Items in bold are identified as priority.			
Standard	Indicator	Teaching tool	indicate when taught
1.1.1b	Explain the purpose of print is to carry information (environmental print, names)	mini-lesson	
1.1.1g	Identify punctuation (exclamation mark, question mark)	kid writing mini-lesson read alouds	
1.1.2b	Identify and produce oral rhymes	mini-lesson centers word families nursery rhymes	
1.1.2f	Manipulate phonemes to create new words (hat-cat)	word families centers mini lesson sonday phonics	
1.1.3c	Read at least 100 high frequency words	Dolch list	
1.1.4a	Read in meaningful phrases that sound like natural language to support comprehension	model monitor practice with daily RM	
1.1.4d	Use voice intonation (volume, tone, emphasis) to influence the meaning of text (character voices, excitement, sadness)	teacher demonstration listening center readers theater practice in daily RM	
1.1.5b	Relating grade level vocab. to prior knowledge and new situations	daily as needed within lesson	
1.1.5c	Develop awareness of context clues and text features to infer the meaning of unknown words	mini-lesson model and practice read alouds	
1.1.5e	Determine word meaning using reference materials and classroom resources (word wall, picture dictionary, peer(s), teacher(s))	dictionary mini-lesson read alouds centers	
1.1.5f	Locate words in reference materials (alphabetical order)	mini lessons picture dictionaries centers library, music, PE	

1.1.6e	Retell main ideas from informational text	read alouds content area mini-lesson kid writing	
1.1.6f	Identify the characteristics of organizational patterns found in informational text (sequence, compare/contrast)	graphic organizer mini lesson writing shared reading guided reading books centers	
1.1.6h	Identify the basic characteristics of familiar narrative and informational text genres (fairy tales, nursery rhymes, picture books, how-to-books)	shared reading readers theater centers	
1.1.6i	Make connections between characters or events in narrative and informational text, or other cultures.	shared reading weekly readers	
1.1.6k	Identify different purposes for reading (information, pleasure)	shared reading guided reading books	
1.1.6l	Build and activate prior knowledge to identify text to self, text to text, text to world connections (before, during and after reading)	guided reading books mini lessons weekly readers shared reading	
1.1.6m	Self-monitor comprehension by applying appropriate strategies to self correct when errors detract from meaning	mini lessons chart buddy reading practice reading monitor daily	
1.1.6n	Make predictions about text using pictures	from RM stories daily shared reading weekly reader guided reading books	
1.1.6o	Respond to text verbally, in writing, or artistically	writing mini-lesson	
1.2.1b	Apply prewriting activities and inquiry tools to generate ideas (brainstorm, graphic organizer, writing tools)	graphic organizer kid writing mini lesson	

1.2.1c	Generate a draft by: Selecting and organizing ideas relevant to topic, purpose, and genre, Composing complete sentences of varying length and complexity (dictation, labeling, simple sentences)	writing mini-lesson graphic organizer	
1.2.1d	Revise writing by adding details (quality of ideas, organization, sentence fluency, word choice, voice)	writing mini-lesson	
1.2.1e	Provide feedback to other writers	writing mini-lesson	
1.2.1f	Edit writing for format and conventions (correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark)	writing mini-lesson	
1.2.1g	Publish a legible document (handwritten)	writing mini-lesson	
1.2.2a	Write for a specific purpose (story with pictures, factual book, alphabet book, poem, letter)	writing mini-lesson	
1.2.2d	Write stories with a beginning, middle, and end	writing mini-lesson	
1.2.2e	Compare models and examples of various genres and create similar pieces	examples mini lesson writing	
1.3.1a	Communicate ideas orally in a manner appropriate for the purpose and setting (language, word choice, sequence, relevance)	oral presentation	
1.3.3a	Demonstrate awareness of and sensitivity to the use of words (helpful and hurtful words)	role playing weekly reader when situations arise	
1.3.3b	Apply conversation strategies (face the speaker, listen while others are talking, take turns talking, eye contact)	show and tell group activities	

