

<p>Essential Understandings</p>	<p>Effective readers engage in behaviors that contribute to the understanding and enjoyment of becoming lifelong learners while attending to accuracy, fluency, comprehension, expanded vocabulary and purpose.</p>
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What are the behaviors that contribute to effective reading? • What are the skills and strategies that contribute to effective reading?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> • Readers have a personal responsibility to choose behaviors that contribute to effective reading. • Comprehension, accuracy, fluency and expanded vocabulary are vital to the reading process. • Print is organized and made up of basic features. • Language is comprised of syllables and sounds. • Phonics and word analysis skills aid in decoding words. • Standard English language and usage have conventions. • Collaborative discussions follow agreed-upon rules. • Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.
<p>Vocabulary/Content</p>	<ul style="list-style-type: none"> • “Good Fit” book, accuracy, fluency, comprehension, vocabulary, stamina, text, expression, discussion, strategy, connection, illustration, illustrator, author, goal, anchor chart, I-Chart, habit, independence, behavior, syllable, word parts, predict, visualize, rereading, anchor chart
<p>Essential Skills</p>	<ul style="list-style-type: none"> • Maintain focus and stamina by choosing a quiet location, having appropriate materials, and reading in a ‘whisper voice’, or silently and independently. • Self-monitor to notice when the reading does not make sense, and apply a reading strategy such as thinking about the meaning, checking the picture, rereading, looking for known parts of the word, or skipping it and going back. • Demonstrate a variety of comprehension strategies to make meaning from the text including activating prior knowledge, making connections, predicting, visualizing, sequencing, asking questions, and summarizing. • Read with appropriate rate and expression for a given text. • Expand vocabulary through reading and discussions. • Engage in collaborative discussions by following predetermined rules such as listening, respecting others’ opinions, taking turns, and contributing. • Respond to reading in a variety of ways. • Ask and answer questions about key details.

	<ul style="list-style-type: none"> • Demonstrate mastery of grade level appropriate foundational and language skills. See Appendix:
<p>Related Maine Learning Results</p>	<p><u>Foundational Skills- Grade 1</u></p> <ul style="list-style-type: none"> • RF.1.1 Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). • RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words that follow basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. • RF.1.4 Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Speaking and Listening- Grade 1</u></p> <ul style="list-style-type: none"> • SL.1.1 Participate in collaborative conversations with diverse

	<p>partners about <i>grade 1 topics and texts</i> with peers and adults in small or larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <p><u>Language-Grade 1</u></p> <ul style="list-style-type: none"> • L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. (see Writing Habits) b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday, I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning. <ol style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use
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	<p>(e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl, and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> • L.1.6 Use words or phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<p>Sample Lessons and Strategies</p>	<ul style="list-style-type: none"> • Demonstrate how readers preview text before reading. • Produce I charts to introduce and support reading behaviors (i.e. read to self, partner reading, etc.). • Use read alouds to model comprehension strategies. • Set and monitor reading goals with students.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> • DRA 2 • Running records • Sight Word List • CAP (Concepts About Print) • <i>Words Their Way</i> Spelling Inventory • Conference, observation and anecdotal notes
<p>Sample Resources</p>	<p><u>Publications:</u> <i>The CAFÉ Book</i> <i>Daily Five</i> <i>Reading Workshop</i> by Lucy Calkins <i>Making Words</i> by Patricia Cunningham <i>Words Their Way</i> by Donald Baer <i>Observation Survey</i> Marie Clay DRA Teacher Guide by Joetta M. Beaver</p> <p><u>Videos:</u> Choosing “Good Fit Books”</p>