

GRADE 1 KEY IDEAS AND DETAILS Anchor Standards 1- 3

KEY IDEAS AND DETAILS ANCHOR STANDARD 1 <i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>		KEY CONCEPTS ⇒ Question development ⇒ Question answering ⇒ Determining key details ⇒ Use of who, what, where questions
Kindergarten	With prompting and support, ask and answer questions about key details in a text.	
Grade 1	Ask and answer questions about key details in a text.	
Grade 2	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	
TIME FRAME: Focus 2-5 times per WEEK September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Ask questions about key details in text during read aloud (E)	Answer questions citing information from the text
	Through think aloud, determine key details text (E)	Participate in class or peer discussion about what makes a key detail in text
	Model the development of questions about key details in text using who or what or where (D)	Generate questions about key details in text using who or what or where
	Utilize anchor chart: KWL, Key ideas in beginning/middle and end (D)	Participate in the completion of class graphic organizer citing details from story
SMALL GROUP	Ask questions about key details in text (E)	Answer questions citing information from the text
	Facilitate and provide feedback as students identify key ideas in text (D)	Identify key ideas in text verbally and in writing
	Facilitate student development of questions about key details in text using who or what or where (D)	Generate questions about key details in text using who or what or where
PAIRED or INDEPENDENT	Monitor student independent and shared reading to support students as they ask/answer questions with a focus on key details in text (D-P)	Read a book together, following the procedure: read 1 page, ask question that can be answered from the text; other student answers then students switch roles

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KEY IDEAS AND DETAILS ANCHOR STANDARD 2 <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>		KEY CONCEPTS ⇒ Determine theme ⇒ Analyze theme development ⇒ Central message, lesson, moral, ⇒ Summarize key supporting details and ideas from the text
Kindergarten	With prompting and support, retell familiar stories, including key details	
Grade 1	Retell stories, including key details, and demonstrate understanding of their central message or lesson	
Grade 2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
TIME FRAME: Focus 2-5 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Read Aloud books from <i>first 6 weeks book list</i> , chart with students key details and central message of teamwork and friendship (use graphic organizer) (E)	Identify key ideas and central message from text with support from teacher during read aloud
	Read Aloud books from <i>focused on CREW-courage, respect, excellence and wonderful ideas</i> ; chart with students key details and central message of teamwork and friendship (use graphic organizer) (E-D)	Identify key ideas and central message from text with support from teacher during read aloud
SMALL GROUP	Guide students to verbally state the key ideas in text levels E or higher (D)	Identify key details in text
	Teachers scaffolds learning as needed in small group to teach how key ideas in text connect to the central theme (D-P)	Connect key ideas to the central message of the text.
PAIRED READING	Facilitate students as they reread books read aloud, and provide a graphic organizer for students to complete independently or in pairs that requires students to connect key details from text to the central message of the text.	Determine key details in text, and connect the key details to the central message of a text read to them. (independently or in pairs)

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KEY IDEAS AND DETAILS ANCHOR STANDARD 3 <i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i>		KEY CONCEPTS ⇒ Character Analysis ⇒ Setting ⇒ Determining major events in story
Kindergarten	With prompting and support, identify characters, settings, and major events in a story.	
Grade 1	Describe characters, settings, and major events in a story, using key details.	
Grade 2	Describe how characters in a story respond to major events and challenges.	
TIME FRAME: Focus 2-5 times per WEEK September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Determine character traits with students, and create character web, using key ideas from story to support character traits (E)	Contribute to finding key ideas in text to support character traits
	Determine major events of stories read aloud, develop chart with students (E)	Through support in whole group, students contribute to determining major events, and charts documenting the major events.
	Read aloud series books and follow characters through multiple books, citing key ideas connected to identified character traits (D)	Through support in whole group, students contribute to determining major events, and charts documenting the major events.
SMALL GROUP	During small group reading (text level E or higher) ask students to determine character traits, citing text evidence for their choice. (D)	Identify character traits in stories read in small groups
	During small group reading (text level E or higher) ask students to describe the setting of the story. (D)	Describe setting of books read together in small group
	During small group reading (text level E or higher) ask students to describe the major events in a story, using beginning, middle and end (D-P)	Identify major events in story, citing key details in the beginning, middle and end.
PAIRED INDEPENDENT	Teach students to buddy read, and after each page students ask a question about the character, setting or major events (theses questions can be supplied for students) Supply students with graphic organizer for characters, setting and major events (beginning, middle and end) (D-P)	In paired or independent reading (level E or higher), students are able to describe characters using key ideas in text, determine the setting, and major events , citing key details from the text; both verbally and in writing

GRADE 1
CRAFT & STRUCTURE Anchor Standards 4-6

CRAFT & STRUCTURE ANCHOR STANDARD 4 <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>		KEY CONCEPTS ⇒ Identify key words ⇒ Identify the 5 senses ⇒ Connect key words to feelings or the senses
Kindergarten	Ask and answer questions about unknown words in a text	
Grade 1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	
Grade 2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or songs	
TIME FRAME: Focus 2-5 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD lexile band:	Read Aloud books on the 5 senses (E)	Students identify the 5 senses (E)
	Read aloud books identifying feelings (E)	Students identify feelings words (E)
	Through read aloud identify phrases/words and how these key ideas or words suggests feelings or appeal to the 5 senses (E)	Students connect feeling words to phrases or key words in text read aloud to them. Students connect the 5 senses to words or phrases in text read aloud to them. (E)
SMALL GROUP lexile band:	Facilitate small group discussions requiring students to identify phrases/words in stories/poems and determine how these phrases/words suggest feeling or appeal to the 5 senses (D/P)	Students connect feeling words to phrases or key words in text read aloud to them. Students connect the 5 senses to words or phrases in text read aloud to them. (D/P) Students (independently or in pairs) complete graphic organizers focused on word/phrases in text and how they suggest feeling or appeal to the senses.

This focus is for whole and small group only

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CRAFT & STRUCTURE Anchor Standards 4-6

CRAFT & STRUCTURE ANCHOR STANDARD 5 <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i>		<p style="text-align: center;">KEY CONCEPTS</p> <p>⇒ Describe major differences between books that tell stories and books that give information</p> <p>Text Types for K-5 (per Standard 10) children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth, poetry, biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics</p>
Kindergarten	Recognize common types of texts (e.g., storybooks, poems).	
Grade 1	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
Grade 2	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
TIME FRAME: Focus 2-5 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Read aloud a variety of texts, and focus on focus of telling a story/giving information (see RI 5 for learning text features)	Participate in whole class creating of chart noting type of story read, and focus (story or information)
SMALL GROUP	Read in small group a variety of texts, and focus on focus of telling a story/giving information	Participate in small group discussion noting type of story read, and focus (story or information)

This focus is for whole and small group only

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CRAFT & STRUCTURE Anchor Standards 4-6

CRAFT & STRUCTURE ANCHOR STANDARD 6 <i>Assess how point of view or purpose shapes the content and style of a text.</i>		KEY CONCEPTS ⇒ Identify who is telling the story, and their role in the story ⇒ Begin to notice point of view ⇒ Identify all characters in story and their role
Kindergarten	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Grade 1	Identify who is telling the story at various points in a text.	
Grade 2	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
TIME FRAME: Focus 2-5 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Read aloud texts (ie The Pain and the Great One) that have different characters telling the story at different points. Through think aloud identify who is telling the story at various points of the text. (D)	Students are able to identify characters in the story and what role they play in the story line. (E)
SMALL GROUP	Facilitate Reader's Theater	Students participate in Reader's Theater. Through this participation they are able to identify different people telling the story at different points in the text (D)
PAIRED	Facilitate Reader's Theater	Students participate in Reader's Theater. Through this participation they are able to identify different people telling the story at different points in the text (P)

GRADE 1

INTEGRATION OF KNOWLEDGE & IDEAS Anchor Standards 7 & 9

(Standards 8 NA until grade 3)

INTEGRATION OF KNOWLEDGE & IDEAS ANCHOR STANDARD 7 <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in word</i>		KEY CONCEPTS ⇒ Interpretation of illustration (ie. A pictures of a long road through mountains mean the characters traveled far) ⇒ Connection between illustrations and story line
Kindergarten	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	
Grade 1	Use illustrations and details in a story to describe its characters, setting, or events	
Grade 2	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
TIME FRAME: Focus 2-5 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Conduct a shared picture walk before reading a story aloud. (E)	Students are able to attached meaning to pictures they see in books.
	Model through think aloud making inferences based on pictures. (E)	Students are able to understand the connection between illustrations and characters (ie, if a child is crying, they could be sad, or mad or frustrated)
	Model through think aloud checking initial inferences based on pictures while reading text to determine if initial inferences were correct. (E)	Students are able to understand that the illustrations support the story. They can check to see if their initial interpretation of the illustrations matches the story line as they listen to a story.
SMALL GROUP	Facilitate a shared picture walk, focused on determining meaning of the story (D) During text reading, ask students if their initial thinking based on pictures is validated or has changed based on the text. (D)	Students walk through book looking at pictures and make inferences/predictions about the story. Students are to connect the illustrations to the storyline in text through discussion about initial thoughts based on illustrations, and then determining if those initial thoughts changed based on storyline in text.
	Facilitate paired reading focused on students complete a graphic organizer focused on use of illustrations/details in a story to describe characters settings and story events (D)	Students complete a graphic organizer focused on use of illustrations/details in a story to describe characters settings and story events
PAIRED READING	Facilitate paired/independent reading focused on students complete a graphic organizer focused on use of illustrations/details in a story to describe characters settings and story events (P)	Students complete a graphic organizer focused on use of illustrations/details in a story to describe characters settings and story events

GRADE 1
INTEGRATION OF KNOWLEDGE & IDEAS Anchor Standards 7 & 9
(Standards 8 NA until grade 3)

INTEGRATION OF KNOWLEDGE & IDEAS ANCHOR STANDARD 9 <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>		KEY CONCEPTS ⇒ Identify character traits ⇒ Determine how characters stay the same or change in a series of books
Kindergarten	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Grade 1	Compare and contrast the adventures and experiences of characters in stories. With prompting and support, students will make cultural connections to text and self. (NYS specific)	
Grade 2	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
TIME FRAME: Focus 2-5 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
READ ALOUD	Reads aloud series books 2-3 times a month, and charts with students (use GO) character traits, story events and cultural connections (aligns with Standards 2 & 7) (E)	Describe character traits, and compare character actions in different books (E)
SMALL GROUP	Facilitate small group reading using texts that allow for character trait analysis and are focused on character adventure *Use of graphic organizer(D)	Demonstrate knowledge of character traits, story events and cultural connections.
PAIRED READING	Facilitate paired/independent reading focused on character traits, story events and cultural connections	Students complete a graphic organizer focused on character traits, story events and cultural connections

GRADE 1
RESPONDING TO LITERATURE Anchor Standard 11 *SPECIFIC TO NEW YORK STATE

RESPONDING TO LITERATURE <i>Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</i>		KEY CONCEPTS ⇒ Students are able to access background knowledge ⇒ Students are able to apply background knowledge to make connections to text
Kindergarten	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	
Grade 1	Make connections between self, text, and the world around them (text, media, social interaction).	
Grade 2	Make connections between self, text, and the world around them (text, media, social interaction).	
TIME FRAME: Focus 2-5 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

In Read Alouds, Small Group Reading and Paired/Independent Reading, Students focus on text to self, text to text and text to world through the following discussion starters and questions. This can be documented through graphic organizers, in reader response notebooks, etc...

Discussion Starters: This part reminds me of... I felt like...(character) when I... If that happened to me I would... This book reminds me of...(another text) because... I can relate to...(part of text) because one time.... Something similar happened to me when....	Text-to-self: What does this remind me of in my life? What is this similar to in my life? How is this different from my life? Has something like this ever happened to me? How does this relate to my life? What were my feelings when I read this?	Text-to-text: What does this remind me of in another book I've read? How is this text similar to other things I've read? How is this different from other books I've read? Have I read about something like this before? Text-to-world: What does this remind me of in the real world? How is this text similar to things that happen in the real world? How is this different from things that happen in the real world? How did that part relate to the world around me?
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