



**PENINSULA SCHOOL DISTRICT**  
**Reading Curriculum**  
**First Grade**

|   | <b>A Peninsula First Grade Student Will:<br/>(from the GLEs)</b>  | <b>Instructional Materials that Support Learning Objectives</b> | <b>Additional Resources</b> | <b>Assessment Strategies and Resources</b> |
|---|---|---|-----------------------------|--|
| <b>1.1 Use word recognition skills and strategies to read and comprehend text</b> |   |   |                             |  |
| <b>1.1.3</b>  | <b>Apply understanding of oral language skills to develop reading skills</b> <ul style="list-style-type: none"> <li>• Participate orally in discussions about stories listened to and read (e.g., contribute who, what, when, where in retells; contribute explanations; generate and answer questions; and make comparisons)</li> </ul>  |   |                             |  |
| <b>1.1.4</b>  | <b>Apply understanding of phonics</b> <ul style="list-style-type: none"> <li>• Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations)</li> <li>• Use onset and rime/word families to decode words in isolation and in context</li> <li>• Decode words in isolation and in context following common vowel patterns</li> <li>• Use knowledge of phonics to read unfamiliar words in isolation and in context</li> <li>• Read compound words, contractions, and words with common inflectional endings in isolation and in context</li> </ul> | <b>Phono-Graphix</b>  |                             |  |

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| <b>1.2 Use vocabulary (word meaning) strategies to comprehend text</b> |   |   |                             |  |
| <b>1.2.1</b>   | <b>Understand how to use resources to learn new word meanings</b> <ul style="list-style-type: none"> <li>• Use simple resources with teacher guidance (e.g., word banks, alphabet books or charts)</li> </ul>   |   |                             |  |
| <b>1.2.2</b>   | <b>Apply vocabulary strategies in grade-level text</b> <ul style="list-style-type: none"> <li>• Use common inflectional endings to understand the meaning of words: -s, -ed, -ing, -er, -est</li> <li>• Use strategies including context and re-reading to self-correct</li> <li>• Use prior knowledge, context, pictures, illustrations, and diagrams to predict and confirm word meaning with teacher guidance</li> </ul> |   |                             |  |

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| <b>1.3 Build vocabulary through wide reading</b> |   |   |                             |  |
| <b>1.3.1</b>                                     | <b>Understand and apply new vocabulary</b> <ul style="list-style-type: none"> <li>Use oral and reading vocabulary gained by listening to and reading informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication</li> </ul>         | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>Units 1-6</li> </ul> |                             |  |
| <b>1.3.2</b>                                     | <b>Understand and apply content/academic vocabulary</b> <ul style="list-style-type: none"> <li>Use content/academic vocabulary during class discussions and/or writing (e.g., ethnic and native language terminology; terms specific to geographical settings; terms specific to literature, science, math, and writing)</li> </ul> |   |                             |  |

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| <b>1.4 Apply word recognition skills and strategies to read fluently</b> |  |   |                             |  |
| <b>1.4.1</b>   | <b>Know common sight words appropriate to grade-level</b><br><ul style="list-style-type: none"> <li>• Read selected sight words with automaticity</li> </ul>   |   |                             |  |
| <b>1.4.2</b>   | <b>Apply fluency to enhance comprehension</b><br><ul style="list-style-type: none"> <li>• Read aloud familiar grade-level text with accuracy in a manner that sounds like natural speech</li> <li>• Read aloud unpracticed grade-level text with fluency of in a range of 50-65+ words correct per minute</li> </ul> |   |                             |  |
| <b>1.4.3</b>   | *  |   |                             |  |

\*Not formally addressed at this grade level.

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**2. The student understands the meaning of what is read**

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|--|---|---|-----------------------------|--|
| <b>2.1 Demonstrate evidence of reading comprehension</b> |   |   |                             |  |
| <b>2.1.1</b>   | <b>Understand how to use questioning when reading</b> <ul style="list-style-type: none"> <li>Ask and answer questions before, during, and after read aloud, instruction/practice time, and independent reading</li> </ul>   | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>Units 1-7</li> </ul>   |                             |  |
| <b>2.1.2</b>   | <b>Understand how to create mental imagery</b> <ul style="list-style-type: none"> <li>Compose visual images from what is read aloud and/or read by self (e.g., draw a picture to represent something that was read in a story)</li> </ul>   | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 4 – Visualizing</li> <li>Unit 5 – Exploring Fiction</li> </ul>  |                             |  |
| <b>2.1.3</b>   | <b>Understand and determine important or main ideas and important details in text</b> <ul style="list-style-type: none"> <li>State main idea and list important details in informational/expository text, verbally or by using graphic organizers</li> <li>State the gist of the story or poem with teacher guidance</li> </ul> | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 1 – The Reading Life</li> <li>Unit 2 – Making Connections</li> </ul>  |                             |  |
| <b>2.1.4</b>   | <b>Understand how to use prior knowledge</b> <ul style="list-style-type: none"> <li>Make connections or identify similarities between self and text and text-to-text including text from a variety of cultures and communities, after read aloud and independent reading</li> </ul>   | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 1 – The Reading Life</li> <li>Unit 2 – Making Connections</li> <li>Unit 4 – Visualizing</li> <li>Unit 6 – Exploring Nonfiction</li> </ul> |                             |  |

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|--|--|--|-----------------------------|--|
| <b>2.1 Demonstrate evidence of reading comprehension, <i>continued</i></b> |  |  |                             |  |
| <b>2.1.5</b>   | <b>Understand how to infer/predict meaning</b> <ul style="list-style-type: none"> <li>• Make and confirm predictions based on information from culturally relevant text (through support of teacher questions)</li> <li>• Make inferences before, during, and after hearing or reading a culturally relevant story using prior knowledge, story structure, and prediction</li> </ul> | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>• Unit 5 – Exploring Fiction</li> <li>• Unit 4 - Visualizing</li> </ul> |                             |  |
| <b>2.1.6</b>   | *  |  |                             |  |
| <b>2.1.7</b>   | *  |  |                             |  |

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|---|---|--|-----------------------------|--|
| <b>2.2 Understand and apply knowledge of text components to comprehend text</b> |   |  |                             |  |
| <b>2.2.1</b>  | <b>Know story sequence</b> <ul style="list-style-type: none"> <li>Retell stories with correct sequence of events. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first)</li> </ul>  | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 3 – Retelling</li> <li>Unit 5 – Exploring Fiction</li> </ul> |                             |  |
| <b>2.2.2</b>  | <b>Understand and apply features of printed text and electronic sources to locate and understand information</b> <ul style="list-style-type: none"> <li>Identify and use title pages, table of contents, glossary, diagrams, and maps to find information</li> <li>Identify and use icons, pull-down menus, and toolbars</li> </ul> | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 6 (week 4) – Exploring Fiction</li> </ul>                    |                             |  |
| <b>2.2.3</b>  | <b>Understand story elements</b> <ul style="list-style-type: none"> <li>Identify and explain story elements</li> </ul>  | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 3 - Retelling</li> </ul>                                     |                             |  |
| <b>2.2.4</b>  | <b>Understand simple organizational structures of text</b> <ul style="list-style-type: none"> <li>Predict text patterns using attribute and/or concept books</li> </ul>   |  |                             |  |

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| <b>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text</b> |  |   |                             |  |
| <b>2.3.1</b>  | <b>Understand similarities and differences within and between informational/expository and literary/narrative text</b> <ul style="list-style-type: none"> <li>• Explain similarities and differences in character, setting, and important events within and between culturally relevant literary/narrative texts which are read or listened to</li> <li>• Identify similar information about a topic contained in more than one informational expository text</li> </ul> | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>• Unit 3 – Retelling</li> <li>• Unit 6 – Exploring Nonfiction</li> </ul> |                             |  |
| <b>2.3.2</b>  | <b>Understand concept of categories</b> <ul style="list-style-type: none"> <li>• Sort words by various attributes (e.g., robins, parrots, and ducks are all birds)</li> </ul>  |   |                             |  |
| <b>2.3.3</b>  | *  |   |                             |  |
| <b>2.3.4</b>  | *  |   |                             |  |

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| <b>2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text</b> |   |   |                             |  |
| <b>2.4.1</b>   | <b>Understand how to give personal or text-based responses and make connections to text</b> <ul style="list-style-type: none"> <li>• Generate a personal or text-based response and/or make connections to text based on teacher prompt using information from a culturally relevant reading or read aloud</li> </ul> | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>• Unit 2 – Making Connections</li> <li>• Unit 5- Exploring Fiction</li> <li>• Unit 6 – Exploring Nonfiction</li> </ul> |                             |  |
| <b>2.4.2</b>   | <b>Understand purposes of text</b> <ul style="list-style-type: none"> <li>• Identify the purpose of printed materials (e.g., everyday materials, including lists, signs, cereal boxes; fairy tales; fables; and informational/expository trade books</li> </ul>   |   |                             |  |
| <b>2.4.3</b>   | *   |   |                             |  |
| <b>2.4.4</b>   | *   |   |                             |  |
| <b>2.4.5</b>   | *   |   |                             |  |
| <b>2.4.6</b>   | *   |   |                             |  |
| <b>2.4.7</b>   | *   |   |                             |  |

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**3. The student reads different materials for a variety of purposes**

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|--|---|---|-----------------------------|--|
| <b>3.1 Read to learn new information</b> |   |   |                             |  |
| <b>3.1.1</b>                             | <b>Understand that resources answer questions and solve problems</b> <ul style="list-style-type: none"> <li>Listen to and/or read a variety of types of informational/expository text to learn new information, answer questions, or solve problems with teacher guidance</li> </ul>      | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>Unit 6 – Exploring Nonfiction</li> </ul> |                             |  |
| <b>3.2 Read to perform a task</b>        |   |   |                             |  |
| <b>3.2.1</b>                             | <b>Understand how to read for information</b> <ul style="list-style-type: none"> <li>Read and explain labels and environmental print</li> <li>Read and follow simple directions</li> <li>Use cover and title page information, page numbers, and simple maps to perform a task</li> </ul> |   |                             |  |
| <b>3.2.2</b>                             | *   |   |                             |  |
| <b>3.3 Read for Career Applications</b>  |   |   |                             |  |
| <b>3.3.1</b>                             | *   |   |                             |  |

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| <b>3.4 Read for literary/narrative experience in a variety of genres</b> |  |  |                             |  |
| <b>3.4.1</b>   | <b>Understand different perspectives of family, friendship, culture, and traditions found in literature</b> <ul style="list-style-type: none"> <li>• Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response</li> </ul>                 |  |                             |  |
| <b>3.4.2</b>   | <b>Understand traditional and contemporary literature written in a variety of genres</b> <ul style="list-style-type: none"> <li>• Identify the characteristics of a variety of genres</li> <li>• Listen, read, and respond to literature from a variety of genres, including culturally relevant texts, by drawing, writing about, performing, and presenting</li> </ul> |  |                             |  |
| <b>3.4.3</b>   | <b>Understand that literature represents different cultures and traditions</b> <ul style="list-style-type: none"> <li>• Identify and discuss the culture and/or traditions represented in a story with teacher guidance</li> </ul>   | <b>Making Meaning</b> <ul style="list-style-type: none"> <li>• Unit 6 (week 4) – Exploring Nonfiction</li> </ul> |                             |  |
| <b>3.4.4</b>   | *  |  |                             |  |

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**4. The student sets goals and evaluates progress to improve reading**

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| <b>4.1 Assess reading strengths and need for improvement</b> |  |   |                             |  |
| <b>4.1.1</b>   | <b>Understand how to monitor reading progress</b><br><ul style="list-style-type: none"> <li>• Explain own reading behaviors in teacher-led discussions/questioning</li> </ul>  | <b>Making Meaning</b><br><ul style="list-style-type: none"> <li>• Unit 7 – Revisiting the Reading Life</li> </ul> |                             |  |
| <b>4.1.2</b>   | <b>Understand how to set reading goals</b><br><ul style="list-style-type: none"> <li>• Explain why setting a reading goal is important and set a reading goal with teacher guidance</li> </ul>   |   |                             |  |
| <b>4.2 Develop interests and share reading experiences</b>   |  |   |                             |  |
| <b>4.2.1</b>   | <b>Understand how readers choose books</b><br><ul style="list-style-type: none"> <li>• Identify favorite books and share reasons for the choice with others</li> <li>• Self-select books at an independent level and an instructional level</li> </ul> | <b>Making Meaning</b><br><ul style="list-style-type: none"> <li>• Unit 7 – Revisiting the Reading Life</li> </ul> |                             |  |