

## USD 368 Curriculum Guide

### \*KS Assessment

**Grade/Course: First**  
**Curricular Area: Reading**

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.**  
**Benchmark 1: The student uses skills in alphabets to construct meaning from text.**

#### Knowledge Base Indicators

The student...

1. identifies sounds of both upper and lower case letters of the alphabet (Letter-sound Relationships).
2. \* identifies names of both upper and lower case letters of the alphabet.
3. identifies and distinguishes between letters, words, and sentences.
4. \* identifies and manipulates *phonemes* in spoken words (e.g., *phoneme isolation, identification, categorization, \*blending, \*segmentation, \*deletion, \*addition, \*substitution*). (*Phonemic Awareness*)
5. \* identifies *onsets* and *rimes* in spoken words (e.g., *alliteration, intonation, rhyme*). (*Phonological Awareness*)
6. \* uses knowledge of letter-sound correspondences (e.g., \*consonant-vowel patterns, *blends, \*digraphs, word families*) when reading unknown words. (*Phonics*)
7. manipulates *onsets* and *rimes* in spoken words (e.g., *alliteration, intonation, rhyme*). (*Phonological Awareness*)
- 8L. produce rhyming works.
- 9L. alphabetizes the first letter.

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.**  
**Benchmark 2: The student reads fluently.**

#### Knowledge Base Indicators

The student...

1. applies *concepts of print* when reading (e.g., front-to-back, top-to-bottom, left-to-right, capitalization).
2. uses punctuation at *instructional* or *independent reading levels* while reading.
3. reads expressively with appropriate *pace, phrasing, intonation*, and rhythm of speech with familiar text.
4. uses knowledge of sentence structure to read fluently at *instructional* or *independent reading levels*.
5. uses a variety of *word-recognition* strategies (e.g., practicing words in isolation) to read fluently).

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.**  
**Benchmark 3: The student expands vocabulary.**

### Knowledge Base Indicators

The student...

1. demonstrates automatic recognition of *sight words*.
2. determines the meaning of unknown words or phrases using picture clues and *context clues* from sentences.
3. identifies *synonyms* and *antonyms* to determine the meaning of words.
4. determines meaning of words through knowledge of word structure (e.g., *compound nouns*, contractions, inflectional endings).

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.  
Benchmark 4: The student comprehends a variety of text (narrative, expository, technical, and persuasive).**

### Knowledge Base Indicators

The student...

1. participates in discussions about *narrative*, *expository*, and *technical* texts read to them or text read independently.
2. locates and discusses title, author, illustrator, and illustrations.
3. uses pictures, content, and prior knowledge to make predictions.
4. responds logically to literal, inferential, and *critical thinking* questions before, during, and after listening to or reading the text.
5. uses picture clues, text, and prior knowledge to make inferences and draw conclusions.
6. develops awareness of text structure (e.g., *sequence*, *problem-solution*, *comparison-contrast*).
7. \* sequences events according to basic story structure of beginning, middle, and end.
8. compares and contrasts information (e.g., *topics*, *characters*) between texts.
9. \* *retells* or role plays important events and *main ideas* from *narrative* and *expository* texts.
10. identifies the *topic* and *main idea* in appropriate-level text.

**Standard 2 – Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

### Knowledge Base Indicators

The student...

1. identifies and discusses *character(s)* in literature.
2. identifies and describes *setting*.
3. follows events in a *plot*.
- 4L. identifies the topic and supporting details in text read to him/her.

**Standard 2 – Literature: The student responds to a variety of text.**

**Benchmark 2: The student understands the significance of literature and its contributions to various cultures.**

**Knowledge Base Indicators**

The student...

1. listens to or reads text to connect personal experiences and ideas with those of other cultures in literature.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 1: The students use writing as a tool for learning throughout the curriculum.**

**Knowledge Base Indicators**

The student...

1. uses words and pictures to record thoughts, facts, and ideas.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.**

**Knowledge Base Indicators**

The student...

1. uses some pre-writing strategies to organize ideas on a topic or prompt (e.g., drawing a picture, discussing with a partner, listing).
2. organizes a draft with beginning, middle, and end.
3. revises writing with assistance, focusing on the six traits of writing.
4. edits for conventions such as capitalization, end punctuation, and spelling.
5. publishes a legible final copy.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 3: The students use ideas that are well developed, clear and interesting.**

**Knowledge Base Indicators**

The student...

1. chooses ideas in which words are supported by some pictures.
2. uses details in pictures and words to develop story.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 4: The students will use organization that enhances the reader’s understanding.**

**Knowledge Base Indicators**

The student...

1. uses a variety of organizational strategies such as webbing or concept mapping.
2. organizes ideas appropriately.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 5: The students use *authentic* and appropriate voice.**

**Knowledge Base Indicators**

The student...

1. expresses predictable feelings through pictures and words.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 6: The students use effective word choice.**

**Knowledge Base Indicators**

The student...

1. uses descriptive phrases/sentences to express ideas.
2. identifies nouns and verbs in a sentence.
- 3L. discusses correct verb tense.
- 4L. discusses that pronouns take the place of nouns.
- 5L. finds an adjective in a sentence.
- 6L. produces an antonym for a given word.
- 7L. produces a synonym for a given word.
- 8L. creates contractions with given words.
- 9L. creates compound words with given words.
- 10L. creates plural words from singular words.
- 11L. identifies abbreviations.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 7: The students use clear and fluent sentences.**

**Knowledge Base Indicators**

The student...

1. writes sentences that are easy to read aloud.
- 2L. communicates using sentences.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 8: The students use standard American English conventions.**

**Knowledge Base Indicators**

The student...

1. writes a simple sentence.
2. capitalizes the beginning of a sentence.
2. uses correct ending punctuation (period and question mark).
- 4L. practices writing complete thoughts.
- 5L. uses capitalization when using I as a pronoun.
- 6L. recognizes quotation marks used in print.
- 7L. identifies commas when used in sentences.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.**

**Knowledge Base Indicators**

The student...

1. uses words and pictures to produce journal entries, poetry, personal narratives, lists, notes, and letters with assistance.
2. writes for a specific purpose and audience.

**Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.**

**Benchmark 1: The student uses effective research practices.**

**Knowledge Base Indicators**

The student...

1. discusses curriculum topics or topics of interest.
2. asks questions about a topic being studied or an area of interest.
3. recognizes, with guidance, that different text formats exist.
4. locates information, with guidance, appropriate to task (e.g., print, non-print).
5. observes the recording of or independently records relevant information.
6. shares information.

**Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.**

**Benchmark 2: The student uses ethical research practices.**

**Knowledge Base Indicators**

The student...

1. understands the difference between copying and using one's own words.