

Appendix 1: Implementing Teaching Standards

This unit is designed to help students work together in a class community, organize personal reading life, utilize fluency and comprehension strategies for reading. To master these skills, students will combine their inner and outer theatre to make connections to the text, predictions and build vocabulary during reading. In order to increase stamina and build good reading habits, students will stimulate their brain's right and left hemisphere by practicing specific Brain Gym exercises. During the teaching point of the lesson, teachers are modeling expected reading behavior. Then, students practice the expected reading strategy during the active engagement portion of the lesson.

Common Core Standards

Reading Literature

RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. The students will use five fingers to retell and sequence the important details of the text. The students will point to each finger and begin each sentence with the words “first”, “next”, “then”, “after that”, and “finally” to recall and order the text.

RL 1.7 Use illustrations and details in a story to describe its characters, settings, or events. The students will use the picture when reading to look for details that will help them to better understand the story.

RL 1.10 With prompting and support, read informational texts appropriately complex for grade 1. Students will read sight words quickly and use letter sounds to blend for reading.

RF1.1a Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation). The students will look at sentence structure in books and identify capital letters and periods.

RF 1.2c Isolate and pronounce initial, medial vowel, and final consonant in spoken single syllable words. Students will prepare their mouth for the beginning sound of the word and blend to the end of the word.

RF1.4 a Read grade level texts with purpose and understanding. The students will read and comprehend the story. Students can participate in a conversation about the book, make personal connections to the text and retell important information.

RF 1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Students will use the picture and blending strategies to read the text. As the students read books on their level, they will ask questions about their reading. If the text does not make sense, the students will use reading strategies to make a correction.