

## Application of the South Carolina College-and-Career Ready Standards

### Independent Reading: Find Important Facts – Grade 1

*Applications correlate to indicators for the grade in which the lesson was taught. With some modifications, the same correlations will also apply at the other primary grades.*

#### Reading - Informational Text (RI)

Key Ideas	Standard	Indicator	Application in the Lesson
Principles of Reading	RI3: Know and apply grade-level phonics and word analysis skills in decoding words.	3.1 Demonstrate the sound correspondences for common consonant blends and digraphs. 3.3 Read a two-syllable word by breaking the word into syllables. 3.4 Use final -e and common vowel team conventions to read words with long vowel sounds. 3.5 Read words with inflectional endings. 3.6 Recognize and read grade-appropriate irregularly spelled words.	Student apply appropriate phonics and word analysis skills to decoding when they: <ul style="list-style-type: none"> <li>• Practice decoding words in their self-selected texts, each child using the strategies he/she individually has mastered;</li> <li>• Are coached by the teacher during conferring to use strategies taught (e.g., r-controlled vowels, syllabification)</li> <li>• Read known high-frequency words in their self-selected texts.</li> </ul>
	RI4: Read with sufficient accuracy and fluency to support comprehension.	4.1 Read grade-level texts with purpose and understanding. 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings. 4.3 Use context to confirm or self-correct word	Students read with appropriate accuracy and fluency to support comprehension when they: <ul style="list-style-type: none"> <li>• Read and reread books they have chosen.</li> </ul>
Meaning and Context	RI5. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	RI5.1 Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.  RI5.2 Make predictions using prior knowledge, pictures, illustrations, title...	Students determine meaning through strategic thinking when they: <ul style="list-style-type: none"> <li>• Observe how the teacher asks questions, makes her own inferences, and draws conclusions about important information during her mini-lesson read-aloud;</li> <li>• Ask their own questions, make their own inferences, and search for important information in their self-selected texts;</li> <li>• Record their thinking through writing, drawing, or labeling;</li> <li>• Confer with the teacher about interpretations of their texts.</li> </ul>
	RI6: Summarize key details and ideas to support analysis of central ideas.	RI6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	Students summarize key details when they: <ul style="list-style-type: none"> <li>• Respond during the mini-lesson to questions about the most important facts in the read-aloud;</li> <li>• Apply the mini-lesson to finding important facts in their self-selected texts;</li> </ul>

Key Ideas	Standard	Indicator	Application in the Lesson
			<ul style="list-style-type: none"> <li>Confer with the teacher to determine important information and key ideas in the text.</li> </ul>
Language, Craft, and Structure	RI8. Interpret and analyze the authors' use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	RI8.1 Identify words, phrases, illustrations, and photographs used to provide information.  RI8.2 Use front cover... illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts and information; describe the relationship between these features and the text.	Students use text features when they: <ul style="list-style-type: none"> <li>Observe the teacher's modeling of using Table of Contents, headings, captions, and illustrations to make reading decisions and learn information;</li> <li>Utilize text features to guide their own choices and comprehension in their self-selected texts.</li> </ul>
	RI9. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	RI9.1 Ask and answer questions about known and unknown words in a text. RI9.4 Use print and multimedia resources to explore word relationship and meanings. RI9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	Students acquire and deepen meaning of words when they: <ul style="list-style-type: none"> <li>Use text features such as bold print and glossary to support learning unfamiliar vocabulary;</li> <li>Explore specific words to describe their thinking as they talk, write, and share and confer with the teacher (e.g., predator, minister).</li> </ul>
Range and Complexity	RI12. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	RI12.1 Engage in whole and small group reading with purpose and understanding. RI12.2 Read independently for sustained periods of time. RI12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Students read to learn and respond to complex text as they: <ul style="list-style-type: none"> <li>Participate in the teacher's read-aloud during the mini-lesson;</li> <li>Read their self-selected books;</li> <li>Use sticky notes to identify important information;</li> <li>Share their new learning with partners.</li> </ul>

### Writing (W)

Key Ideas	Standard	Indicator	Application in the Lesson
Range and Complexity	W6. Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	W6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.	Students write routinely when they: <ul style="list-style-type: none"> <li>Jot and draw their new learning and thinking on sticky notes.</li> </ul>

### Communication (C)

Key Ideas	Standard	Indicator	Application in the Lesson
Meaning and Context	C1. Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's	C1.1 Explore and create meaning through conversation... and questioning.  C1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	Students communicate with others to explore ideas and concepts when they: <ul style="list-style-type: none"> <li>Share their thinking with partners and in class sharing;</li> <li>Respond to the ideas of classmates;</li> <li>Work to speak clearly and organize their thinking as they express it.</li> </ul>

Key Ideas	Standard	Indicator	Application in the Lesson
	own views while respecting diverse perspectives.	<p>C1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.</p> <p>C1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.</p> <p>C1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p>	
	C2. Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	C2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.	<p>Students express ideas gathered from nonfiction sources when they:</p> <ul style="list-style-type: none"> <li>• Make and justify claims about the most important information learned from a source.</li> </ul>