

FIRST GRADE

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	Scott-Foresman Manual	C.A.R.E. Handbook
1.1.01 Develop oral language.								
	1.1.01 a	Goal 3, Objective 3, Goal 4, Objectives 2, 3	AH 114	E	The learner will show evidence of expanding oral language through vocabulary growth by developing an adequate speaking vocabulary to enable him/her to express needs or ideas.	<u>How to Be a Good Speaker</u> - Activate prior knowledge, brainstorm, model, and evaluate the modeling. IR 43: <u>How to Be a Good Speaker</u>	Units 1-6	
	1.1.01 b	Goal 2, Objectives 1, 2, 3 Goal 3, Objectives 4, 5		I	The learner will implement rules for conversation (e.g., raise hands, take turns, focus attention on speaker).	IR 47: <u>How to Be a Polite Listener</u>	Units 2, 5, 6	
	1.1.01 c 1.1.02 e	Goal 2, Objectives 1, 2, 3		I	The learner will understand, follow and give three step oral directions.	IR 48: <u>Listen to Follow Directions</u>	Units 4,6	
	1.1.01 d, e	Goal 2, Objectives 1, 2, 3 Goal 3, Objectives 2, 3, 4, 5		C	The learner will participate in creative responses to text (e.g., choral reading, discussion and drama).	IR 45: <u>Participate in Discussions</u>	Units 1-6	
	1.1.01 f	Goal 2, Objective 3		I	The learner will respond to questions from teacher and other group members.		Units 2, 5	
	1.1.01 g, h, i	Goal 1, Objective 5, Goal 2, Objectives 1, 2, 3, 4 Goal 3, Objectives 1, 2, 3, 4, 5		C	The learner will begin to narrate a personal story, dramatize or retell what has been learned, heard or experienced, and use familiar texts for recitations.	IR 46: <u>Tell an Original Story</u>	Units 1-6	

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1.1.02 Develop listening skills.								
	1.1.02 a	Goal 2, Objective 1		I	The learner will listen attentively to speaker for specific information.	IR 49: Listen for a Purpose	Units 1-6	
	1.1.02 b	Goal 2, Objectives 1, 2		I	The learner will use appropriate listening skills (e.g., do not interrupt, face speaker.		Unit 2	
	1.1.02 c	Goal 2, Objective 3		I	The learner will listen and respond to a variety of media (e.g., books, audio tapes,		Units 2-5	
	1.1.02 d	Goal 3, Objective 3		C	The learner will recognize the difference between formal and informal languages.		Unit 4	
	1.1.02 e	Goal 2, Objectives 1, 2		E	The learner will follow three-step oral directions.	IR 48: Listen to Follow Directions	Unit 4	
1.1.03 Demonstrate knowledge of concepts of print.								
	1.1.03 a	Goal 4, Objective 8, Goal 7, Objective 1	Units 1-6 Benchmarks 1-6	E	The learner will understand that printed materials provide information.	Create a Work Station. Stock the work station with a variety of printed materials: books, magazines, class books, nursery rhymes, songs, party invitations, dictionary, encyclopedia, maps, etc. Students will review the materials and create a printed activity to share with partner or class. SR 6, 7: Reading Work Station	Unit 1	
	1.1.03 b, c	Goal 4, Objective 1		I	The learner will demonstrate directionality by reading left to right and top to bottom and track print when being read to aloud.		Units 1-6	
	1.1.03 d	Goal 3, Objective 1, Goal 4, Objective 2	Unit 1	E	The learner will read and explain own writings and drawings.	Students draw picture of classroom teacher and follow up with written characteristics.	Unit 1	

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	1.1.03 e	Goal 4, Objective 8 Goal 7, Objective 1	Units 2, 4	E	The learner will identify parts of a book (e.g., title, title page, table of contents, author, illustrator).	Using a big book, label different parts of the book with highlighting tape. Make a classroom big book and label assorted parts of the	Units 1-4, 6
	1.1.03 f, g	Goal 4, Objective 2 Goal 5, Objective 2	Unit 1	E	The learner will recognize that groups of words make sentences and will understand punctuation (e.g., period, question mark).	IR 4: Count Words	Unit 1 C.A.R.E. pp. 13-72
1.1.04 Develop and maintain phonemic awareness.							
	1.1.04 a, b	Goal 4, Objectives 2,3	Units 1-4 Benchmarks 1-4	E	The learner will recognize words that begin or end with the same sounds (e.g., consonants, digraphs, clusters, blends).	Students will work individually or in groups to find pictures that begin or end with a designated sound and make a class collage. IR 9: Isolate Beginning and Ending Sounds	Units 1-6 CARE - pp. 1-68
	1.1.04 c	Goal 4, Objective 2	Unit 1 Benchmark 1	E	The learner will identify rhyming words.	<u>Grab Bag</u> Collect objects and have children name as many words as they can that rhyme with the name of the objects. PH 73 IR 3: Rhyming	Units 1-6 C.A.R.E. pp. 4-72
	1.1.04 d, e	Goal 4, Objectives 2,3	Unit 3 Benchmark 3	E	The learner will blend and segment sounds together to form one-syllable words.	Use magnetic letters to make 3 and 4 letter words. Students write new words in a simple sentence. IR 7: Make Words	Units 1,4,6 C.A.R.E. pp. 4-72
	1.1.04 f	Goal 4, Objectives 2,3	Unit 1 Benchmark 1	E	The learner will change targeted sounds to modify or change words.	<u>Flip Book</u> Do a flip book activity to practice a targeted sound (e.g., op, at, an). SR 4: Flip Book	Unit 1 C.A.R.E. pp. 4-72
	1.1.04 g	Goal 4, Objectives 2,3		I	The learner will show awareness of syllables by clapping, counting or moving	PH 75: Tap out the Syllables; Clap the Syllables	Units 1,4,6 C.A.R.E. pp. 4-72
1.1.05 Develop and use decoding strategies.							
	1.1.05 a, b	Goal 4, Objectives 2,3	Units 1-6 Benchmarks 1-6	E	The learner will use knowledge of letter-sound correspondence and structural analysis to decode phonetically regular.	IR 2: Phonics PH 79: Sound Count	Units 1-6 C.A.R.E. pp. 4-72

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	1.1.05 c	Goal 4, Objectives 2,3	Unit 1, 3, 4, 6 Benchmarks 1, 3, 4, 6	E	The learner will use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., medial consonants, compound words, word families, blends, digraphs, and diphthongs).	<u>Making Words</u> Using large and small letters build words together as a class. Continue to work with words by changing initial, medial and final letters. IR 12: Phonics and Word Study	Units 1-6	C.A.R.E. pp. 4-72 Compound words - pp. 50, 51, 62, 72
	1.1.05 d	Goal 4, Objectives 2,3	Units 2-6 Benchmarks 2-6	E	The learner will identify the vowels and apply long and short vowel rules when decoding, including r-controlled vowels.	<u>Where Do I Belong?</u> List words such as can, cane, men, mean, barn and smart. Children will sort the words by vowel sounds or patterns. PH 90: Leaping Lizards IR 14: <u>Compare Short and Long</u>	Units 2-6	CARE - pp. 4-71
	1.1.05 e	Goal 4, Objectives 2,3	Unit 5	E	The learner will begin to decode unknown words and high frequency words automatically.	<u>Flashlight Spotlight</u> - Chorally sing "Flashlight, flashlight, oh so bright, shine on a word with your light." Call on individual students or chorally read the spotlighted word. IR 13: Word Wall High-Frequency	Units 1-6	C.A.R.E. pp. 4-72
1.1.06 Read to develop fluency, expression, accuracy and								
	1.1.06 a, b	Goal 4, Objective 6	Running Record	E	The learner will begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression reflecting punctuation.	Provide opportunities for children to read into a tape recorder. Allow children to listen to themselves or send the book and tape home as a "Book in a Bag" activity. IR 59: <u>Oral Reading Checklist</u>	Units 1-6	
	1.1.06 c, e, f	Goal 4, Objectives 1-6		I	The learner will read with increasing fluency and confidence from a variety of texts through paired readings, shared, choral, teacher-led readings, guided reading, reading from tapes, and daily	IR 21: Reading Fluency Routine	Units 1-6	
	1.1.06 d	Goal 4, Objective 2	Unit 5	E	The learner will demonstrate the automatic recognition of high frequency words.	IR 13: Leave Out a Word IR 60: Word Recognition	Units 1-6	
	1.1.06 g	Goal 3, Objectives 1-5		I	The learner will recite familiar texts to develop fluency, expression, accuracy and confidence (e.g., nursery rhymes, poems,		Units 1-6	

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1.1.07 Develop and extend reading vocabulary.							
	1.1.07 a, b	Goal 4, Objectives 2,3		I	The learner will build vocabulary through frequent read-alouds and by listening to literature, participating in discussions, and reading self-selected texts.	As students read and listen to literature teacher and students discuss text vocabulary word meaning.	Units 1-6
	1.1.07 c	Goal 4, Objectives 5,6		I	The learner will participate in shared reading.		Units 1-6
	1.1.07 d, e	Goal 1, Objective 5, Goal 4, Objectives 2,3,4	Units 2, 3, 4, 6	E	The learner will begin to recognize that words can be arranged into categories by manipulating word families, words on a word wall, word sorts, antonyms, homonyms, synonyms/multiple meanings and matching oral words to written words.	To teach Word Families, teacher models using word sorts, word wall activities and flipbooks. As students work with synonyms/antonyms/homonyms, multiple meanings; teacher models word relationships using graphic organizer. Match words to words on map. Talk about how words are related IR 18: Semantic Map IR 78: Graphic Organizer	Units 1-6 C.A.R.E. pp. 13-72
	1.1.07 f	Goal 1, Objective 5, Goal 4, Objectives 2, 3, 4, 5, 8 Goal 7, Objective 1	Unit 3 Benchmark 3	E	The learner will determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues and structural analysis.	Using a vocabulary chart, cover unfamiliar words or weekly vocabulary words. Model how to use context clues to identify covered words. Model the use of structural analysis for additional clues. IR 16: New Vocabulary IR 20: Display a Glossary	Units 2, 5
	1.1.07 g	Goal 1, Objective 5 Goal 4, Objectives 2, 3, 4	Units 2, 5 Benchmarks 2, 5	E	The learner will recognize the comparative and superlative forms of words and add endings to base words (e.g.,-s, -ed,-es,-ing,-er,-est).	During "Morning Message" teacher will provide opportunities for student to identify common abbreviations.	Units 2-6 CARE - pp. 13-70
	1.1.07 h	Goal 5, Objective 2		C	The learner will identify simple abbreviations (e.g., titles in names).		Unit 3

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1.1.08 Develop and use pre-reading strategies.								
	1.1.08 a	Goal 1, Objective 3	Units 1-6 Benchmarks 1-6	E	Develop a purpose for reading.	Before reading teacher and students give reasons for reading specific text. IR 22: Preview and Connect IR 37: Motivate Readers	Units 1-6	
	1.1.08 b, c	Goal 1, Objectives 2, 4, 5, 6	Unit 5 Benchmark 5	E	The learner will participate in activities to build background knowledge, to derive meaning from text and predict outcomes of pictures and stories.	Use Visual Aids Present the background information visually. Use photographs, videos, or real objects.	Units 1-6	
	1.1.08 d	Goal 1, Objective 2		I	The learner will use illustrations to preview text and draw conclusions about information not explicitly stated in a story.		Units 1-6	
1.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.								
	1.1.09 a1	Goal 1, Objectives 1, 2, 3, 4, 5, 6, Goal 4, Objective 5		I	The learner will derive meaning while reading by asking questions about text.	IR 62: Running Records	Units 1-4	
	1.1.09 a2	Goal 1, Objective 1, Goal 4, Objectives 5,6	Running Record	E	The learner will derive meaning while reading by recognizing errors in reading as they occur and self-correct.	Introduce, model, and practice a fix-up strategy, such as: rereading, reading on, looking at pictures, asking questions, looking up words, asking for help and using personal knowledge.	Units 1-6	
	1.1.09 a3	Goal 3, Objective 3		I	The learner will derive meaning while reading by participating in discussions about text and relating to personal	IR 39: Make Connections	Units 1-6	
	1.1.09 a4	Goal 5, Objectives 4,5		I	The learner will derive meaning while reading by creating graphic organizers		Units 1-6	

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	1.1.09 a5	Goal 1, Objectives 2, 3, 4, 5, 6,	Unit 5 Benchmark 5	E	The learner will derive meaning while reading by predicting and adjusting outcomes during read-alouds.	Read an engaging story. Find a good stopping point near the middle of the story. Ask students to write or illustrate predictions of future events. Share and chart predictions. Finish reading the story and discuss final story	Units 1-6
	1.1.09 b1, b2	Goal 1, Objectives 5,7	Units 1, 2, 3, 6 Benchmarks 1, 2, 3, 6	E	The learner will check for understanding after reading by recalling three to four step sequence of events in stories read or heard, including picture stories, and by retelling stories in their own words using sequencing words (i.e.. first, next, last).	Teacher reads a story in which the sequence is obvious. Teacher models sequence and teaches clue words, first, next, then, finally. Record the sequence of events on chart. Students draw pictures to show the sequence of the story. Retell the story using the pictures. IR 80	Units 1-6
	1.1.09 b3	Goal 1, Objectives 2,4,5,7	Units 1-6 Benchmarks 1-6	E	The learner will check for understanding after reading by drawing conclusions based on what has been read (e.g., compare and contrast, cause and effect, inferences, plot, and theme).	Show a picture from which a conclusion can be drawn. Model using a think-aloud. Read a story to children, stopping periodically to ask questions about the characters and events. Record conclusions using a web graphic organizer. IR 28	Units 1-6
	1.1.09 b4	Goal 1, Objective 3	Units 4, 5 Benchmarks 4, 5	E	The learner will check for understanding after reading by recognizing the main idea in pictures, picture books, and texts (e.g., page or paragraph, story and story title).	Read or tell a familiar story or rhyme. Model finding the main idea by thinking aloud. Write the main idea on graphic organizer IR 83. Complete the graphic organizer by recording supporting details. IR 29	Units 1, 3-6
1.1.10 Introduce informational skills to							
	1.1.10 a	Goal 1, Objective 12, Goal 7, Objective 1		C	The learner will recognize the family and community as sources of information.	Using non-fiction texts locate text features. Students discuss application of text features. Teacher gives students questions on index cards to find information.	See Home School Connection

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1.1.10 b, c	Goal 4, Objective 8, Goal 7, Objective 2	Units 4, 5, 6	E	The learner will recognize a variety of print items as sources of information (e.g., books, magazines, maps, charts, tables and graphs).	Show an example of a book, magazine, map, chart, table and graph. Using an index card, label each item. Discuss the source of information of each item. Conclude by distributing the real items and labels to several children. Verbalize a desired source of information, (e.g., "I need to know how to get to the zoo.") and ask for the corresponding index cards.	Units 2-6	

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	1.1.10 d	Goal 1, Objectives 5,7	Units 4, 5, 6	E	The learner will use graphic organizers to aid in understanding material from informational text (e.g., experience chart, charts, graphs, web).	Display a word web (IR 78). Write a key vocabulary word or concept in the center oval. Add words to the web and discuss how all the words are related. IR 18	Units 1-6	
	1.1.10 e	Goal 4, Objective 8, Goal 7, Objective 1		C	The learner will visit libraries to use and view appropriate material.	Schedule class visits to school media center. SHR 3: Using the Library	Units 1-6	
1.1.11 Develop skills to facilitate reading to learn in a variety of content areas.								
	1.1.11 a	Goal 4, Objectives 2, 3, 4		C	The learner will begin to develop content specific vocabulary.	Choose informational big books, trade books, charts or posters to read and discuss with students. Complete a word web with specific vocabulary. IR 78: Graphic Organizer	Units 1-6	
	1.1.11 b	Goal 4, Objective 8, Goal 7, Objective 1	Units 2, 4, 5, 6	E	The learner will use text features to locate information (e.g., maps, charts, illustrations, table of contents, story titles, page numbers on which stories begin).	After introducing how to use a table of contents, send children on a Mystery Hunt. With a list of questions and magnifying glasses, ask children to work with a partner and track down page numbers, titles and other content information.	Units 1-6	

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1.1.12 Read independently for a variety of purposes. (At this level, the student will explore as an emergent reader.)							
	1.1.12 a	Goal 4, Objective 7		C	The learner will read for literary experience.		Units 1-6
	1.1.12 b, c	Goal 1, Objectives 1,3 Goal 4, Objectives 7,8	Units 1-6 Benchmarks 1-6	E	The learner will read to gain information and to perform a task (e.g., scan a page to locate information, answer specific questions, and determine author's purpose).	Teacher will model skills scanning a page to locate information. Student will perform tasks during small group guided reading. Provide opportunities for student to practice.	Units 1-6
	1.1.12 d, e, f	Goal 4, Objectives 3, 6, 7		I	The learner will read for enjoyment, to expand vocabulary and to build fluency.		Units 1-6
1.1.13 Experience various literary and media							
	1.1.13 a, b	Goal 4, Objective 9, Goal 7, Objectives 1, 2, 3		I	The learner will read and view various literary and media genres. (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs, illustrations, the arts, films,		Units 2-6
	1.1.13 c, d	Goal 1, Objectives 3, 5, 7, Goal 4, Objective 5	Units 2, 6 Benchmarks 2, 6	E	The learner will identify characters, recognize main character traits, interpret emotions, attitudes, actions and feelings of characters, and identify events, and	Teacher will read a familiar story. After reading the story, brainstorm words to describe the main characters.	Units 3, 5, 6
	1.1.13 e	Goal 1, Objective 1	Unit 4 Benchmark 4	E	Determine whether a selection is real or fantasy.	Read a fantasy story. Help children recognize the fantasy elements of the story through "think aloud" modeling. Using a T-Chart, IR 81, compare how the characters, events, or setting of the story are like or different from things in the real world. IR 24: Realism and Fantasy	Units 1, 4, 6
	1.1.13 f	Goal 4, Objectives 2,3		I	The learner will recognize rhyme in Mother Goose and other rhyming books.		Units 1-4

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	1.1.13 g	Goal 1, Objectives 5,7	Units 1, 3, 6 Benchmarks 1, 3, 6	E	The learner will retell a story in correct sequence (e.g., using books, videos, films).	Read a familiar story such as <i>Goldilocks and the Three Bears</i> . Have partners retell the story to each other. Help children summarize the important parts of the story by asking questions. Identify important events on a chart. (IR 80) Summarize the story using the chart. IR 23: Retelling/Summarizing	Units 1-6	
	1.1.13 h	Goal 1, Objectives 4,5, Goal 4, Objective 5		C	The learner will determine the problem in a story and discover its solution through classroom discussion.		Units 2, 3, 5, 6	
1.1.14 Develop and maintain a motivation to read.								
	1.1.14 a	Goal 7, Objectives 1, 2, 3		I	The learner will visit media centers and regularly check out materials.		Units 1-6	
	1.1.14 b	Goal 4, Objective 7		I	The learner will share storybooks, poems, newspapers, and environmental print.		Units 1-6	
	1.1.14 c, d	Goal 4, Objectives 7, 9, Goal 7, Objective 1		I	The learner will explore a wide variety of literature through read-alouds, tapes, and independent reading and identify favorite stories, informational text, authors, and	SR 7-13: Independent Reading Work Station	Units 1-6	
	1.1.14 e	Goal 4, Objective 7		I	The learner will engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).		Units 1-6	
	1.1.14 f	Goal 4, Objective 7		C	The learner will choose to read as a leisure activity.	AH 107: Reading Log	Units 1-6	
1.2.01 Use a variety of pre-writing strategies.								
	1.2.01 a	Goal 5, Objective 3		I	The learner will brainstorm ideas with teacher and peers.		Units 1-6	
	1.2.01 b	Goal 5, Objective 3	Units 1, 2 Benchmarks 1, 2	E	The learner will draw pictures to generate ideas.	Students draw pictures to tell a story.	Unit 1	

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	1.2.01 c, d	Goal 1, Objectives 5, 7, Goal 5, Objective 3, Goal 7, Objective 1		I	The learner will use a variety of sources to gather information and construct graphic organizers (e.g., webs, charts, diagrams) to organize information. This can be done in a small or large group.		Units 1-6	
1.2.02 Write for a variety of purposes.								
	1.2.02 a, b, c	Goal 5, Objectives 1, 2, 5, 6, 7	Units 4, 5, 6 Benchmarks 4, 5, 6	E	The learner will write to acquire and exhibit knowledge, to entertain, and to inform (e.g., word families, numbers, shapes, sensory words and sentences, stories, poems, simple directions, journals, and friendly/persuasive letters).	Students will engage in daily writing activities. Ask students to write an invitation to a classroom activity. For example, the class can pretend to be Pilgrims and write an invitation to the Native Americans to come for a feast.	Units 1-6	CARE - pp. 13-72
1.2.03 Show evidence of drafting and revision with written work.								
	1.2.03 a, g	Goal 5, Objective 3	Units 3-6 Benchmarks 3-6	E	The learner will compose first drafts using appropriate parts of the writing process with an emphasis on planning and self-correction; reread draft and delete	IR 50-53: Prewrite, Draft, Revise, Edit	Units 1-6	
	1.2.03 b, c, h	Goal 5, Objectives 2,6	Units 2-6	E	The learner will write in complete, coherent sentences, use descriptive words, and vary sentence types.	Incorporate a sentence building routine into your daily schedule. (see appendix, "Super Sentences")	Units 1-6	
	1.2.03 d	Goal 5, Objective 2		I	The learner will use temporary spelling to spell independently as necessary.		Units 1-6	
	1.2.03 e	Goal 5, Objective 4	Units 3-6 Benchmarks 3-6	E	The learner will arrange events in logical/sequential order when writing or dictating.	Make an overhead transparency of a single comic strip. Cut the transparency apart and model arranging the comic strip into the correct order. Students can create their own simple comic strip, cut it apart and ask a partner to arrange it in order.	Units 3-6	
	1.2.03 f	Goal 5, Objective 5		I	The learner will participate in teacher-led experience stories.		Units 1-5	

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1.2.04 Include editing before the completion of finished work.								
	1.2.04 a	Goal 5, Objective 2	Units 1-6 Benchmarks 1-6	E	The learner will apply elements of language (e.g., end marks, capitalization) and use complete sentences when writing and editing.	Model editing a piece of writing using a large chart tablet. Show students how to mark errors, insert, delete and replace words. Display edited story somewhere in the room as a source of reference.	Units 1-6	
	1.2.04 b	Goal 4, Objective 8, Goal 7, Objective 1		I	The learner will use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to support		Units 1-6	
	1.2.04 c, d	Goal 5, Objectives 1, 2, 3	Units 1-6 Benchmarks 1-6	E	The learner will use knowledge of letter sounds, word parts, and word segmentation to monitor and correct spelling and create readable documents	PH 79: Listen and Draw	Units 1-6	CARE pp. 13-72
	1.2.04 e	Goal 5, Objectives 2, 3		C	The learner will identify words or phrases that could be added to clarify meaning, after writing or dictating a story.		Units 2, 5	
1.2.05 Evaluate own and others' writing.								
	1.2.05 a	Goal 5, Objectives 2,3		I	The learner will use a simple rubric to evaluate writing/pictures and group work (e.g., happy face, stickers).	Peers review other students' writing. AH 112	Units 1-6	
	1.2.05 b	Goal 2, Objectives 1,2, 3		I	The learner will discuss and react to writing.		Units 1-5	
	1.2.05 c	Goal 1, Objective 6		C	The learner will review personal collection to determine progress.	AH 108: Writing Log	Units 1-6	
1.2.06 Experience numerous publishing								

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	1.2.06 a, b, d, e	Goal 5, Objectives 1, 2, 3, 4, 5, 6, Goal 7, Objective 3		C	The learner will prepare a variety of written work (e.g., published books, individual and classroom books, experience stories), share completed work, and incorporate		Units 1-6	
	1.2.06 b	Goal 7, Objective 3		C	The learner will use technology to publish writing.		Units 1-6	
1.2.07 Write narrative accounts.								
	1.2.07 a, b, c	Goal 5, Objectives 1, 2, 3, 4, 5, 6	Units 2, 3 Benchmarks 2, 3	E	The learner will write simple stories, short accounts of personal experiences, and group stories with a beginning, middle, and ending.	Write a class story. Model by circling the beginning, middle and ending of the story with different colored markers. During the revising step of the writing process, encourage children to do the same thing with their stories. Special colored markers could be placed in a writing center to use for revising.	Units 2, 3, 4	
1.2.08 Write frequently across content								
	1.2.08 a, b, c, d	Goal 1, Objective Goal 5, Objectives 1, 2, 3, 4, 5, 6		I	The learner will summarize concepts presented in science (e.g., illustrations, dictating sentences or composing simple sentences), write stories using concepts presented in social studies, write in math journals, create math stories, write explanations for problem solving, and	SR 20: Cross-Curricular Work Station SR 21: Connect Across the Content Areas	Units 1-6	
1.2.09 Write expressively using original ideas, reflections, and observations.								
	1.2.09 a, c	Goal 3, Objectives 2, 3, 4, 5, Goal 5, Objectives 1, 2, 3, 4, 5, 6		I	The learner will write, when given time, place, and materials, and dictate stories (e.g., to tape recorder, to adult, to older student).	Create a Writing Work Station placing all materials needed for student to have opportunities to write or dictate stories.	Units 1-6	

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1.2.09 b	Goal 1, Objectives 3, 5, 6, 7, 8		C	The learner will maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, student-	AH 50: About My Portfolio	Units 1-6	

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1.2.10 Write in response to literature.								
	1.2.10 a	Goal 1, Objective 10, Goal 5, Objectives 1, 3, 2, 4, 5, 6,		C	The learner will write different endings to a story.		Units 2, 3, 4, 6	
	1.2.10 b	Goal 1, Objective 1, Goal 5, Objectives 1, 2, 3, 4, 5, 6	Units 1-4 Benchmarks 1-4	E	The learner will summarize a story using simple sentences and illustrations.	Summarize a classroom event using sentence strips. Assign different groups a sentence strip to illustrate using a large piece of paper. Glue the sentence strips on top of the pictures and put in correct order to make a classroom big book.	Units 1-6	
	1.2.10 c, d	Goal 5, Objectives 3, 4, 5		C	The learner will create class books based on literature selections and/or use an illustration, sign, or rebus symbols to		Units 1-6	
1.2.11 Write in a variety of modes and								
	1.2.11 a, b, c, d	Goal 5, Objectives 1, 2, 3, 4, 5, 6		I	The learner will write friendly notes and messages, stories, journals, rhymes, and		Units 1-6	

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1.3.01	Demonstrate knowledge of standard English usage							
	1.3.01 a, b, c, d	Goal 4, Objectives 2, 3, 4	Units 1, 3-6 Benchmarks 1, 3-6	E	The learner will use nouns, verbs, pronouns and adjectives.	Through interactive writing, teacher and students will write a class story. Students will identify the nouns, verbs, adjectives, pronouns and highlight with tape.	Units 1-6	
1.3.02	Demonstrate knowledge of standard English							
	1.3.02 a	Goal 5, Objective 2	Units 1-6 Benchmarks 1-6	E	The learner will capitalize the first word of a sentence, first and last names, pronoun "I" and proper nouns.	As students participate in interactive writing activities, have students highlight words that need a capital letter. Students will practice using capital letters in their daily writing.	Units 1-6	C.A.R.E. pp. 2-72
	1.3.02 b, d	Goal 5, Objectives 1, 2	Units 1-6 Benchmarks 1-6	E	The learner will use correct punctuation at the end of simple declarative sentences and questions and write legibly in manuscript, using proper spacing between letters of a word and words of a sentence.	<u>1.2.3 Your Sentence!</u> Model through Daily News Activities or when reading over a classroom story how to 1,2,3 the sentences. 1-Touch the capital letter at the beginning of the sentence, 2-Touch the punctuation mark at the end of the sentence and 3-Check the spaces between words.	Units 1-6	C.A.R.E. pp. 2-72

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	1.3.02 c	Goal 4, Objectives 2, 3	Unit 5 Benchmark 5	E	The learner will identify and use contractions.	Make a flap book using a long piece of paper. Fold the end pieces toward the middle. On the first flap, write the first word that makes up the contraction and the second word on the other flap. Underneath the two folded flaps, write the contraction.	Unit 4	C.A.R.E. pp. 35,47,56
1.3.03 Demonstrate knowledge of standard English								
	1.3.03 a, b, c	Goal 5, Objective 2	Units 1-6 Benchmarks 1-6	E	The learner will phonetically spell high frequency words, words appropriate to grade level, and three-and four-letter short vowel words correctly.	<u>Look, Write and Check</u> Point out a word on the Word Wall. Chant and then cover the word. Ask the children to write the word and then <u>check the correct spelling together.</u>	Units 1-6	C.A.R.E. pp. 13-72
	1.3.03 d, e	Goal 1, Objectives 4, 7, Goal 4, Objective 8, Goal 7, Objective 1	Unit 3	E	The learner will alphabetize words to the first letter and begin to develop dictionary skills through the use of a picture dictionary.	Share several alphabet books. Have children begin a class alphabet book supporting a current classroom theme.	Units 1,3,6	

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1.3.04								
Demonstrate knowledge of correct sentence								
	1.3.04 a, b	Goal 1, Objective 4, Goal 3, Objective 3, Goal 5, Objective 2	Units 1-6 Benchmarks 1-6	E	The learner will identify and use complete and coherent sentences when speaking and writing.	Ask each child to draw a happy face and a sad face on different sides of an index card. Read aloud different sentences both coherent and incoherent. Ask the children to show you the appropriate side of the card following each sentence. This could also be done in small groups.	Units 1-6	C.A.R.E. pp. 13-72
	1.3.04 c	Goal 5, Objective 4	Units 1-6 Benchmarks 1-6	E	The learner will write a simple sentence.	Using pictures from a familiar book, model how to write complete sentences. With a partner, ask the children to look at a picture card and write a complete sentence. Post the pictures on a pocket chart and read and match the correct picture with the matching sentence.	Units 1-6	C.A.R.E. pp. 13-72
	1.304 d	Goal 1, Objectives 1, 4, Goal 5, Objectives 1,2, 3	Units 1-6 Benchmarks 1-6	E	The learner will identify and correct incomplete sentences.	Have students identify and supply the missing part of a sentence. Students think of a naming part or a telling part, then write the complete sentence.	Units 1-6	

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	1.3.04 e	Goal 5, Objective 2		C	The learner will combine two simple sentences into a compound sentence using		Units 1-6	
	1.3.04 f	Goal 4, Objective 6	Units 1, 2, 6	E	The learner will identify statement and questions by noting ending punctuation when writing and intonation when speaking.	Give each student a sentence strip with a sentence written on it. Vary the punctuation marks. Invite students to read the sentences with proper intonation.	Units 1-6	