

Reading - First Grade

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Learning Expectations:

- 1.01 Develop oral language.
- 1.02 Develop listening skills.
- 1.03 Demonstrate knowledge of concepts of print.
- 1.04 Develop and maintain phonemic awareness.
- 1.05 Develop and use decoding strategies to read unfamiliar words.
- 1.06 Read to develop fluency, expression, accuracy and confidence.
- 1.07 Develop and extend reading vocabulary.
- 1.08 Develop and use pre-reading strategies.
- 1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
- 1.10 Introduce informational skills to facilitate learning.
- 1.11 Develop skills to facilitate reading to learn in a variety of content areas.
- 1.12 Read independently for a variety of purposes.
- 1.13 Experience various literary genres.
- 1.14 Develop and maintain a motivation to read.

Accomplishments:

- 1.1.01 Develop oral language.
 - a. Show evidence of expanding oral language through vocabulary growth.
 - b. Implement rules for conversation (e.g., raise hands, take turns, focus attention on speaker).
 - c. Understand, follow and give oral directions.
 - d. Participate in group discussions.
 - e. Participate in creative responses to text (e.g., choral reading, discussion and drama).
 - f. Respond to questions from teacher and other group members.
 - g. Begin to narrate a personal story.
 - h. Dramatize or retell what has been learned, heard or experienced.
 - i. Use familiar texts for recitations.
- 1.1.02 Develop listening skills.
 - a. Listen attentively to speaker for specific information.
 - b. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
 - c. Listen and respond to a variety of media (e.g., books, audio tapes, videos).
 - d. Recognize the difference between formal and informal languages.
 - e. Understand and follow simple, three step oral directions.

1.1.03 Demonstrate knowledge of concepts of print.

- a. Understand that printed materials provide information.
- b. Demonstrate directionality by reading left to right and top to bottom.
- c. Track print when being read to aloud.
- d. Read and explain own writings and drawings.
- e. Identify parts of a book (e.g., title page, table of contents).
- f. Recognize that groups of words make sentences.
- g. Understand punctuation (e.g., period, question mark).

1.1.04 Develop and maintain phonemic awareness.

- a. Recognize words that begin with the same sounds.
- b. Recognize words that end with the same sounds.
- c. Identify rhyming words.
- d. Blend sounds together to form one-syllable words.
- e. Segment one-syllable words into sounds.
- f. Change targeted sounds to modify or change words.
- g. Show awareness of syllables by clapping, counting or moving objects.

1.1.05 Develop and use decoding strategies.

- a. Use knowledge of letter-sound correspondence knowledge and structural analysis to decode grade appropriate words.
- b. Decode phonetically regular, one-syllable words.
- c. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
- d. Apply long and short vowel rules when decoding.
- e. Begin to decode unknown words automatically.

1.1.06 Read to develop fluency, expression, accuracy and confidence.

- a. Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- b. Reflect punctuation of written text while reading orally.
- c. Participate in guided, oral readings.
- d. Demonstrate the automatic recognition of high frequency words.
- e. Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes.
- f. Read independently daily.
- g. Recite familiar texts to develop fluency, expression, accuracy and confidence.

1.1.07 Develop and extend reading vocabulary.

- a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
- b. Build vocabulary through frequent read-alouds.
- c. Participate in shared reading.
- d. Manipulate word families, word walls, and word sorts.

- e. Match oral words to written words.
- f. Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues and structural analysis.
- g. Add endings to base words (e.g., -s, -ed, -es, -ing).
- h. Identify simple abbreviations.

1.1.08 Develop and use pre-reading strategies.

- a. Develop a purpose for listening/reading.
- b. Participate in activities to build background knowledge to derive meaning from text.
- c. Make predictions about text.
- d. Use illustrations to preview text.

1.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- a. Derive meaning while reading by
 - 1. asking questions about text.
 - 2. recognizing errors in reading as they occur and self-correct.
 - 3. participating in discussions about text and relating to personal experiences.
 - 4. creating graphic organizers (e.g., charts, lists).
 - 5. predicting and adjusting outcomes during read-alouds.
- b. Check for understanding after reading by
 - 1. recalling three to four step sequence of events.
 - 2. retelling stories in their own words using sequencing words (i.e. first, next, last).
 - 3. drawing conclusions based on what has been read.
 - 4. recognizing main idea in pictures, picture books and texts.

1.1.10 Introduce informational skills to facilitate learning.

- a. Recognize the family and community as sources of information.
- b. Recognize a variety of print items as sources of information (e.g. books, magazines, maps, charts, and graphs).
- c. Recognize sources of information (e.g., books, maps, graphs, charts).
- d. Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, web).
- e. Visit libraries to use and view appropriate material.

1.1.11 Develop skills to facilitate reading to learn in a variety of content areas.

- a. Begin to develop content specific vocabulary.
- b. Use text features to locate information (e.g., maps, charts, illustrations and table of contents).

1.1.12 Read independently for a variety of purposes. (At this level, the student will explore as an emergent reader.)

- a. Read for literary experience.

- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

1.1.13 Experience various literary and media genres.

- a. Read and view various literary (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres.
- b. Explore non-fiction.
- c. Identify characters, events, and settings in print and non-print text.
- d. Recognize main character(s) in print and non-print text.
- e. Determine whether a selection is real or fantasy.
- f. Recognize rhyme in Mother Goose and other rhyming books.
- g. Retell a story in correct sequence (e.g., using books, videos, films).
- h. Determine the problem in a story and discover its solution through classroom discussion.

1.1.14 Develop and maintain a motivation to read.

- a. Visit libraries/media centers and regularly check out materials.
- b. Share storybooks, poems, newspapers, and environmental print.
- c. Explore a wide variety of literature through read alouds, tapes, and independent reading.
- d. Identify favorite stories, informational text, authors, and illustrators.
- e. Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).
- f. Choose to read as a leisure activity.