

## First Grade Reading

### Standard 1: Students construct meaning as they comprehend, interpret and respond to what they read

1. Make predictions and connections between new material and previous information/experiences
  - Apply prior knowledge to print
2. Incorporate new print/non-print information into existing knowledge to draw conclusions and make applications.
  - Begin to draw conclusions
  - Begin to identify cause/effect relationships
3. Provide oral, written and/or artistic responses to ideas and feelings generated by reading materials.
  - Generate many and varied responses to print
4. Demonstrate basic understanding of main ideas and some supporting details.
  - Begin to listen for main idea and supporting details
5. Accurately retell key elements of appropriate reading material.
  - Begin to identify sequence of events
  - Begin summarizing
  - Relate and retell stories

### Standard 2: Students apply a range of skills and strategies to read.

1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.
  - Begin to recognize and use short and long vowel sounds
  - Consonant blends digraphs
  - Silent e
  - Common word patterns
  - Compound words
  - Contractions
  - Sound blending
  - Base words
  - Common endings
  - Picture/print clues
2. Demonstrate understanding of literary elements (e.g. plot, character, setting, problem and solution).
  - Begin to identify character and setting
3. Identify literary devices (e.g. figurative language and exaggeration).
  - Become aware of descriptive language and exaggeration
4. Use features and organization of fiction and nonfiction material to comprehend complex material (e.g. paragraphs, chapters, titles, index, tables of contents, charts, visuals)
  - Use illustrations, charts and titles to gain meaning
5. Adjust fluency, rate and style of reading to the purpose of the material with guidance.
  - Progress toward fluency
6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues and reference sources (e.g. dictionary, thesaurus, glossary).
  - Recognize high frequency words
  - Use sentence structure to gain meaning
  - Acquire grade level vocabulary
7. Identify and apply reading strategies, including decoding words, self correcting, and rereading to comprehend.
  - Use directionality
  - One to one correspondence
  - Begin to use a variety of strategies: decode, picture clues, reread for meaning (ask “Does this make sense?”), sight words, guess and check
8. Ask questions and check predictions prior to, during and after reading.
  - Make predictions

### Standard 3: Students set goals, monitor and evaluate their progress in reading.

1. Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from teacher.

- Identify strengths
  - Say, “What I can do well..” to improve
  - Say, “What I will do” to improve
2. Describe reading successes and set goals.
    - Be aware of reading goals
    - Begin to initiate goal setting strategies through teacher modeling
  3. Select authors, subjects, and print and non-print materials to share with others.
    - Participate in author/illustrator studies
    - Select books by favorite authors/illustrators/subjects

### Standard 4: Students select, read and respond to print and non-print material for a variety of purposes.

1. Identify a variety of purposes of reading (e.g. personal satisfaction, lifelong reading habits).
  - Begin to read for meaning
  - Read for enjoyment and information
2. Solve a problem or answer a question through reading (e.g. signs, labels, instruction).
  - Begin to solve a problem or answer a question through teacher modeling
3. Perform tasks for a variety of purposes by reading (e.g. recipes, directions, schedules, maps, tables, charts).
  - Experience a variety of informational formats through teacher modeling
4. Read and provide oral, written and/or artistic responses to diverse perspectives, cultures and issues in traditional and contemporary literature.
  - Begin to respond to a variety of diverse perspectives in literature
5. Read a variety of sources to demonstrate and understanding of current events (e.g. newspapers, magazines)
  - Be aware of current events
  - Begin to use newspapers, maps, globes and magazines
6. Read and interpret information from a variety of document and sources (e.g. memos, directions, maps, tables, schedules, as well as other technological material).
  - Interpret simple maps
  - Know the difference between maps, globes and simple tables/graphs

### Standard 5: Students gather, analyze, synthesize and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

1. Identify and summarize similarities and differences using a single element such as character within a text and between sources of information.
  - Begin to compare and contrast
  - Categorize pictures and words
2. Make connections, integrate and organize information from multiple sources.
  - Begin to make inferences from text and background knowledge
3. Recognize authors point of view.
4. Distinguish fact from opinion in various print and non-print material.
  - Be aware of facts and opinions