

Grade 1
Student Friendly

Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge	<u>Student Friendly</u>
R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...	
R:ERS:1:1.1: <u>Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at)</u>	I will <u>break apart and put together parts of words.</u>
R:ERS:1:1.2: <u>Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n)</u>	I will <u>break apart and put together sounds in words.</u>
R:ERS:1:1.3: <u>Isolating phonemes in single syllable words (e.g., “tell me the first sound in ‘mop’;” “tell me the last sound in ‘mop,’” “tell me the middle sound in ‘mop.’”)</u>	I will <u>say</u> the beginning, <u>middle</u> , and ending <u>sounds</u> of words.
R:ERS:1:1.4: <u>Deleting phonemes in one-syllable words (“what is “crust” without the ‘c’?”)</u>	I will <u>take away</u> the <u>beginning sound</u> and tell you a new word.
R:ERS:1:1.5: <u>Producing pairs of rhyming words</u>	I will <u>say two words that rhyme.</u>
R:ERS:1:1.6: <u>Counting syllables in 1 to 4-syllable words</u>	I will <u>tell how many syllables are in a word.</u>
Early Reading Strategies (ERS:2) Concepts of Print	<u>Student Friendly</u>
R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...	
R:ERS:1:2.1: No stem at this grade level	
R:ERS:1:2.2: No stem at this grade level	
R:ERS:1:2.3: No stem at this grade level	
R:ERS:1:2.4: <u>Identifying title, author, illustrator</u>	I will <u>find (identify) the title, the author, and the illustrator</u> of a story.
R:ERS:1:2.5: <u>Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)</u>	I will <u>find (identify) a period, question mark, quotation marks, and exclamation point and tell how to use each one means.</u>
R:ERS:1:2.6: <u>Demonstrating 1-1 matching of words spoken to words in print</u>	I will <u>use my finger to point to each word as I read.</u>

Grade 1
Student Friendly

READING FLUENCY and ACCURACY (F&A)	<u>Student Friendly</u>
(R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)	
R:F&A:1:1.1: Accuracy: reading material appropriate for the end of grade 1 with at least 90-94% accuracy (See Appendix F for sample titles.)	Everyday, I will practice reading carefully, to become a better reader.
R:F&A:1:1.2: Fluency: reading previously –introduced or previously read grade-appropriate text with oral fluency rates of at least 50-80 words correct per minute (See Appendix C for suggested rates.)	I will make my reading sound like talking (fluent).
R:F&A:1:1.3: Fluency: reading grade-appropriate text in a way that makes meaning clear, and demonstrates phrasing, expression, and attention to end punctuation	I will use _____ to help my reading make sense. End punctuation Expression Phrasing
WORD IDENTIFICATION SKILLS and STRATEGIES (WID)	<u>Student Friendly</u>
R:WID:K: Applies word identification and decoding strategies (leading to automaticity) by ...	
R:WID:1: Applies word identification and decoding strategies (leading to automaticity) by ...	
R:WID:2: Applies word identification and decoding strategies by ...	
R:WID:1:1.1: <u>Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge</u> EXAMPLES (regularly spelled one and two syllable words): <u>bat, kitten, classroom</u>	I will <u>sound out words</u> .
R:WID:1:1.2: <u>Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing))</u>	I will use _____ to read words. <u>Letter Sounds</u> <u>Word Patterns</u> <u>Endings (Suffixes)</u>
R:WID:1:1.3: <u>Reading grade-level appropriate words (in connected text)</u>	I will <u>read first grade words in text</u> .
R:WID:1:1.4: <u>Reading grade- appropriate, high-frequency words (that include irregularly spelled words – said; contractions – I’m)</u>	I will read <u>first grade high frequency words and contractions</u> .
R:WID:1:1.5: No stem at this grade level	
R:WID:1:1.6: No stem at this grade level	
VOCABULARY STRATEGIES (V:1)	<u>Student Friendly</u>
(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:V:1: Students identify the meaning of unfamiliar vocabulary by...	
R:V:1:1.1: Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions <u>during read-alouds or text reading</u>)	I will _____ to help me understand the meaning of words <u>during read alouds or when I read</u> . <ul style="list-style-type: none"> • Use what I know (Prior Knowledge) • Use clues from the book (Context Clues) Ask questions

Grade 1
Student Friendly

BREADTH of VOCABULARY (V:2)	<u>Student Friendly</u>
R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...	
R:V:1:2.1: Identifying synonyms and antonyms to connect new words to known words	I will name words that mean the ____. <ul style="list-style-type: none"> • Same (synonyms) • Opposite (antonyms)
R:V:1:2.2: Selecting appropriate words to use in context	I will choose words that make sense in a sentence.
R:V:1:2.3: <u>Describing words in terms of categories, (e.g., A mallard is a kind of duck.), functions (e.g., Scissors are used for cutting.), or features (e.g., A rectangle has four sides.)</u>	I will <u>describe words in groups (categories) to tell what things are, what they are used for and what they look like.</u>
INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1)	<u>Student Friendly</u>
(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:LT:K:1: Demonstrate initial understanding of elements of literary texts read aloud by...	
R:LT:1:1: Demonstrate initial understanding of elements of literary texts (including text read aloud, reading <u>independently, or in a guided manner</u>) by...	
R:LT:2:1: Demonstrate initial understanding of elements of literary texts by...	
R:LT:1:1.1: Identifying characters <u>or setting</u> in a story	I will name the characters in a story. I will tell <u>where the story takes place (setting).</u>
R:LT:1:1.2a: Responding to simple questions about a book's content (e.g., Where did Sylvester go?)	I will answer questions about a story.
R:LT:1:1.2b: <u>Retelling the beginning, middle, and end of a story</u>	I will <u>retell the beginning, the middle, and end of a story.</u>
R:LT:1:1.3: Generating questions before, during, and after reading	I will <u>think of questions</u> ____ <u>reading.</u> <u>Before</u> <u>During</u> <u>After</u>
R:LT:1:1.4: Distinguishing between literary and informational texts	I will know the difference between fact (informational texts) and fiction (literary texts).
R:LT:1:1.5: Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., "teeny- tiny") EXAMPLE: In <i>Brown Bear, Brown Bear</i> , what words are repeated in the story?	I will tell when a story rhymes. I will tell when a story has words repeated.

Grade 1
Student Friendly

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2)	<u>Student Friendly</u>
<p>(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:LT:K:2: Analyze and interpret elements of literary texts READ ALOUD, citing evidence where appropriate by... R:LT:1:2: Analyze and interpret elements of literary texts read aloud or <u>read independently</u>, citing evidence where appropriate by... <u>R:LT:2:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</u></p>	
R:LT:1:2.1: Making predictions about what might happen next, <u>and telling why the prediction was made</u>	I will predict (tell what I think) might happen next in the story and <u>tell why I made my prediction.</u>
R:LT:1:2.2: Identifying <u>physical</u> characteristics, <u>personality traits</u> , or <u>possible motives</u> of main characters	I will <u>tell what the main characters look like. I will tell how the main characters act and why they may act that way.</u>
R:LT:1:2.3: Making basic inferences about the text EXAMPLE: Why did the wolf want to blow down each pig's house?	I will use what I know and what I've read to tell what I think.
R:LT:1:2.4: No stem at this grade level	
R:LT:1:2.5: No stem at this grade level	
R:LT:1:2.6: No stem at this grade level	
R:LT:1:2.7: No stem at this grade level	
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:3)	<u>Student Friendly</u>
<p>(R:LT:3: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:LT:3: Analyze and interpret author's craft, citing evidence where appropriate by ...</p>	
R:LT:1:3.1: No stem at this grade level	

Grade 1
Student Friendly

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:4)	<u>Student Friendly</u>
R:LT:K:4: Generates a personal response to what is read aloud through a variety of means by... R:LT:1:4: Generates a personal response to what is read aloud <u>or read independently</u> through a variety of means by... R:LT:2:4: Generates a personal response to what is read through a variety of means by...	
R:LT:1:4.1: Comparing stories or other texts to personal experience, prior knowledge or <u>to other texts</u>	I will make connections between a story and my own life, <u>another story</u> , or things I already know.
R:LT:1:4.2: No stem at this grade level	
INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1)	<u>Student Friendly</u>
(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:IT:K:1: Demonstrate initial understanding of informational texts read aloud (expository and practical texts) by... R:IT:1:1: Demonstrate initial understanding of informational texts (expository and practical texts) by... R:IT:2:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...	
R:IT:1:1.1: Obtaining information, using text features (e.g., title and illustration) EXAMPLE: From the title, what do we think this book will tell us?	I will use the title and pictures (illustrations) to help me find out about the story.
R:IT:1:1.2: Using explicitly stated information to answer questions EXAMPLE: Where do penguins live?	I will use information I hear and read to answer questions.
R:IT:1:1.3: No stem at this grade level	
R:IT:1:1.4: <u>Generating questions before, during, and after reading</u>	I will <u>think up questions before, during and after reading</u> .
R:IT:1:1.5: <u>Distinguishing between literary and informational texts</u>	I will know the difference between fact (informational texts) and fiction (literary texts).
ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2)	<u>Student Friendly</u>
(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:IT:K:2: Analyze and interpret informational text read-aloud, citing evidence as appropriate by... R:IT:1:2: Analyze and interpret informational text read aloud <u>or independently</u>, citing evidence as appropriate by... R:IT:2:2: Analyze and interpret informational text, citing evidence as appropriate by...	
R:IT:1:2.1: Telling what was learned EXAMPLE: What do penguins eat? Show me where you found that information?	I will tell what I learned and show where I found it.
R:IT:1:2.2: <u>Identifying the topic of the text or explaining the title</u> EXAMPLE: What is this about?	I will <u>use the title to help e figure out what the story will be about (topic)</u> .
R:IT:1:2.3: Making basic inferences or <u>drawing basic conclusions</u> EXAMPLE: From what we just read, why do you think firefighters wear special uniforms? Explain your reasons.	Based on what I know, I will tell you about what I think, and <u>why</u> .
R:IT:1:2.4: <u>Identifying facts presented in text</u>	<u>I will tell facts from books</u> .
R:IT:1:2.5: is addressed in R:IT:1:2.3	

Grade 1
Student Friendly

READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)	<u>Student Friendly</u>
(R:RS:1: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)	
R:RS:K:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts ...	
R:RS:1:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts ...	
R:RS:2:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...	
R:RS:1:1.1: <u>Monitoring own reading for meaning and self-correcting when attempt to identify or predict words does not fit with cues provided by the print or the context (e.g., syntax/ language structure, semantics/ meaning, picture)</u>	I will <u>correct my reading when I know it doesn't make sense, sound right, or look right.</u>
R:RS:1:1.2: Subsumed in R:RS:1:1.1	
READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)	<u>Student Friendly</u>
(R:RS:2: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)	
R:RS:2: Uses comprehension strategies (with flexibility and as needed)...	
R:RS:1:2.1: while <u>reading</u> or listening to literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world (See also Appendix D)	While <u>reading</u> or listening to stories I will ___ to help me understand. <ul style="list-style-type: none"> • Use what I know (prior knowledge) • Think what might happen (predict) • Use what I know what I hear/read • Ask questions • Make pictures in my mind • Make connections
BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:1)	<u>Student Friendly</u>
R:B:1: Demonstrates the habit of reading widely and extensively* by...	
R:B:1:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	I will spend lots of time reading in-school, out-of school, and during the summer.
R:B:1:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (See Appendix A)	I will read all kinds of books.
R:B:1:1.3: No stem at this grade level	
BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:2)	<u>Student Friendly</u>
*Materials should be at the student's instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.	
R:B:2: Demonstrates participation in a literate community by...	
R:B:1:2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will choose interesting stories that are just right for me to read.
R:B:1:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	I will talk in a group about books I have read writing I have done. I will listen to others talk about books they have read and writing they have done.

Grade 1
Student Friendly

BREADTH OF READING: Reading for Research Across Content Areas (B:3)	<u>Student Friendly</u>
*Research materials should be at the student's instructional and independent reading levels, including print and non-print texts.	
R:B:3: Research* by reading multiple sources (including print and non-print texts) to report information by...	
R:B:1:3.1: No stem at this grade level	
R:B:1:3.2: No stem at this grade level	
R:B:1:3.3: No stem at this grade level	
R:B:1:3.4: No stem at this grade level	