Grade 1 - READING
Skills Based Report Card

	1st Grade Guided Reading Level Expectations (1st MP = E; 2nd MP = G; 3rd MP = I)	
Foundations of Reading Skills and Expectations	**Standards**	**Students will be able to…..**
Applies word analysis strategies	**CCSS.ELA-LITERACY.RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs (wh, th, ch, sh). b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. h. Use meaning and context to decode unknown words
Identifies unknown words in texts	**CCSS.ELA-LITERACY.RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.	Consistently use multiple strategies to correctly identify unknown words
Reads grade level text fluently	**CCSS.ELA-LITERACY.RF.1.4** Read with sufficient accuracy and fluency to support comprehension.	Read with accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Uses learned vocabulary in reading	**CCSS.ELA-LITERACY.L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*,	Read common sight words fluently. Use the tools in the classroom to aide them in reading accurately

	choosing flexibly from an array of strategies.	Use strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
	CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	a. Use context clues to determine the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). d. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	CCSS.ELA-LITERACY.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	e. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). f. Identify real-life connections between words and their use (e.g., note places at home that are cozy). g. Distinguish shades of meaning among verbs (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
	CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Use words and phrases acquired through conversations, reading and being read to, and responding to texts
Shows understanding of spoken words, syllables, rhymes, and sounds	**CCSS.ELA-LITERACY.RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Reading Fiction and Nonfiction Skills and Expectations	Standards	Students will be able to…
Applies learned reading strategies	**CCSS.ELA-LITERACY.RF.1.4** Read with sufficient accuracy and fluency to support comprehension.	Independently use a variety of comprehension strategies, such as: backing up to reread, make a mental picture as they read, ask questions while reading, make predictions, etc. Read texts with accuracy, keeping in mind the following strategies: cross checking, blending sounds, flip the sound, chunking sounds, etc. Read texts fluently by practicing sight words, paying attention to punctuation, reading "good fit" books, reading voraciously, etc. Expand student vocabulary by paying attention to interesting words, and applying knowledge of prefixes/suffixes to determine word meaning.
Asks and answers questions about texts	**CCSS.ELA-LITERACY.RL.1.1** Ask and answer questions about key details in a text. **CCSS.ELA-LITERACY.RI.1.1** Ask and answer questions about key details in a text. **CCSS.ELA-LITERACY.RI.1.4** sk and answer questions to help determine or clarify the meaning of words and phrases in a text.	Ask and answer questions about key details in a text. Use words and pictures to describe a story's characters, setting, or events .Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Identifies main idea and retells familiar stories	**CCSS.ELA-LITERACY.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **CCSS.ELA-LITERACY.RL.1.3** Describe characters, settings, and major events in a story, using key details. **CCSS.ELA-LITERACY.RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events. **CCSS.ELA-LITERACY.RI.1.2**	Retell stories, identifying the main idea and details of the story. Use the illustrations to enhance comprehension of story and unknown words. Identify characters, setting, and major events in a story.

	Identify the main topic and retell key details of a text. **CCSS.ELA-LITERACY.RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text. **CCSS.ELA-LITERACY.RI.1.7** Use the illustrations and details in a text to describe its key ideas.	
Uses text features and retells details from non-fiction texts	**CCSS.ELA-LITERACY.RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **CCSS.ELA-LITERACY.RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **CCSS.ELA-LITERACY.RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Explain major differences between fiction and nonfiction texts. Use appropriate text features to locate key facts or information in a nonfiction text. Pay attention to pictures and diagrams to read text accurately.
Compares and contrasts two characters, stories, or topics	**CCSS.ELA-LITERACY.RL.1.9** Compare and contrast the adventures and experiences of characters in stories. **CCSS.ELA-LITERACY.RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the adventures and experiences of different characters in stories. Describe the connection between two individuals/characters, events, ideas, or pieces of information in a text. Identify basic similarities and differences between two texts on the same topic.
Reads grade level text (fiction and nonfiction) with understanding	**CCSS.ELA-LITERACY.RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1. **CCSS.ELA-LITERACY.RI.1.10** With prompting and support, read	Read fiction and nonfiction texts at or above district's benchmark level with appropriate fluency, accuracy, and comprehension.

	informational texts appropriately complex for grade 1.	
Demonstrates stamina when reading		Read grade level text for extended periods of time independently. Make responsible choices to maintain reading progress like choosing good fit books and selecting a comfortable place to read.