1st Reading

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| Reading Standards for Literature |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| **Key Ideas and Details** |  |  |  |
| Narrative Text RL.1.1. Ask and answer questions about key details in a text. | Asks and answers questions about key details in a text. | BTL writing prompts to check key ideas and details (HD)  Rubrics (CR)  Benchmark (WR)  Graphic organizers (PH, WR)  ISI (CL)  Running Records (WR) |  |
| RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Retells stories, including key details, to demonstrate understanding of their central message. | Graphic organizer (CR)  Story maps graphic organizers-assessment for retelling per PPR (WR)  Story Structure graphic organizer/rubric (WR)  BTL Picture Prompt (CV)  Sequencing (FM)  Student oral summaries (PH)  Smart Goal retelling BTL shared book (HD) |  |
| RL.1.3. Describe characters, settings, and major events in a story, using key details. | Describes characters, settings, and major events in a story, using key details. | Graphic organizer (CR, WR)  Summary Sheet organizer-characters, setting, problem, solution (CL)  Story mapping (PH)  Story maps graphic organizers-assessment for retelling per PPR (WR)  Breakthrough graphic organizers (CV, WH)  Smart Goal retelling BTL shared book (HD)  Who, what, where, when, why, and how (FM)  Character web (FM)  Sequencing events (FM)  Writing prompts (FM) |  |
| RL.1.IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | Observation (WR)  Graphic organizers (WR)  Comp notebook (WR)  Response (WR)  BTL graphic organizers (CR)  Students setting goals using the café menu (WH)  Student conferences (WH) |  |
| **Craft and Structure** |  |  |  |
| RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Identifies words and phrases in stories or poems. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  Alphaboxes (WR)  Vocabulary webs (WR)  VENN diagram (WR)  **Teacher created observation checklists (consistent)** |  |
| 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. | Explains major differences between books that tell stories and books that give information. | drawing on a wide reading of a range of text types.  Alphaboxes (WR)  VENN diagram (WR)  Oral retell (WR)  Webs-compare/contrast (WR)  **Teacher created observation checklists (consistent)** |  |
| RL.1.6. Identify who is telling the story at various points in a text. | Identifies who is telling the story at various points in a text. | Oral response (WR)  **Teacher created observation checklists (consistent)** |  |
| **Integration of Knowledge and Ideas** |  |  |  |
| RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. | Uses illustrations and details in a story to describe its characters, setting, or events. | **Teacher created observation checklist (consistent) based on VENN diagram** |  |
| RL.1. 8. (Not applicable to literature) | --- | --- | --- |
| RL.1.9. Compare and contrast the adventures and experiences of characters in stories. | Compares and contrasts the experiences of characters in stories. | VENN diagram (CL, WH)  Listen center comparing books (CL)  BTL-Book listen to (CL)  **Teacher created observation checklist (consistent) based on VENN diagram** |  |
| **Range of Reading and Level of Text Complexity** |  |  |  |
| RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. | Reads and comprehends first grade level stories and poetry proficiently with prompting and support.  Enjoys reading to self and others. |  |  |
| Reading Standards for Informational Text |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| **Key Ideas and Details** |  |  |  |
| Informational Text RI.1.1. Ask and answer questions about key details in a text. | Asks and answers questions about key details in a text. | Benchmarking |  |
| RI.1.2. Identify the main topic and retell key details of a text. | Identifies the main topic and retells key details of a text. | Benchmarking (possibly add connection question to the retell) |  |
| RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Describes the connection between two individuals, events, ideas, or pieces of information in a text. | Benchmarking |  |
| RI.1.IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | Benchmarking |  |
| **Craft and Structure** |  |  |  |
| RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Asks and answers questions to clarify the meaning of content area vocabulary. |  |  |
| 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. | Knows and uses various text features to locate key facts or information. | (e.g., headings, tables of contents, glossaries, electronic menus, icons) |  |
| RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | Distinguishes between information provided by pictures and by the words in a text. |  |  |
| **Integration of Knowledge and Ideas** |  |  |  |
| RI.1.7. Use the illustrations and details in a text to describe its key ideas. | Uses the illustrations and details in a text to describe its key ideas. | **Teacher observation checklists** |  |
| RI.1.8. Identify the reasons an author gives to support points in a text. | Identifies the reasons an author gives to support points in a text. | **Teacher observation checklists** |  |
| RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Identifies basic similarities in and differences between two texts on the same topic. | (e.g., in illustrations, descriptions, or procedures).  **Teacher observation checklists** |  |
| **Range of Reading and Level of Text Complexity** |  |  |  |
| RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1. | Reads and comprehends first grade informational text proficiently with prompting and support. |  |  |
| Foundational Skills |  |  |  |
| 1. RFS.1.1. Print Concepts: Demonstrate understanding of the organization and basic features of print.    1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | Demonstrates understanding of the organization and basic features of print. | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  Dictation  Benchmarks  Daily writing |  |
| 1. RFS.1.2. Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds phonemes).    1. Distinguish long from short vowel sounds in spoken single-syllable words.    2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.    3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.    4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | Demonstrates understanding of spoken words, syllables, and sounds (phonemes). | * 1. Distinguish long from short vowel sounds in spoken single-syllable words.   2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.   3. 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).  DIBELS-PSF  Fountas & Pinnell Benchmarking Assessment Kit |  |
| 1. RFS.1.3. Phonics & Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.    1. Know the spelling-sound correspondences for common consonant digraphs.    2. Decode regularly spelled one-syllable words.    3. Know final -e and common vowel team conventions for representing long vowel sounds.    4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.    5. Decode two-syllable words following basic patterns by breaking the words into syllables.    6. Read words with inflectional endings.    7. Recognize and read grade-appropriate irregularly spelled words. | Knows and applies first grade level phonics and word analysis skills in decoding words. | * 1. Know the spelling-sound correspondences for common consonant digraphs.   2. Decode regularly spelled one-syllable words.   3. Know final -e and common vowel team conventions for representing long vowel sounds.   4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.   5. Decode two-syllable words following basic patterns by breaking the words into syllables.   6. Read words with inflectional endings.   G. Recognize and read grade-appropriate irregularly spelled words.  Word Features Test  Fountas & Pinnell Benchmarking Kit |  |
| 1. RFS.1.4. Fluency: Read with sufficient accuracy and fluency to support comprehension.    1. Read on-level text with purpose and understanding.    2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.    3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Reads with sufficient accuracy and fluency to support comprehension. | * 1. Read on-level text with purpose and understanding.   2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Fluency Scale |  |

Many items listed are activities, not assessments. K-1 will be able to use Fountas & Pinnell Benchmarking Kit. Anecdotal records are not consistent from teacher to teacher.