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. | Benchmarks  Students (with prompting and support from the teacher) when listening to Laura Ingalls Wilder’s Little House  in the Big Woods ask questions about the events that occur (such as the encounter with the bear) and answer  by offering key details drawn from the text. [RL.1.1] |  |
| 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. | Retelling Rubric  Students retell Arnold Lobel’s Frog and Toad Together while demonstrating their understanding of a central  message or lesson of the story (e.g., how friends are able to solve problems together or how hard work pays  off). [RL.1.2] |  |
| 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. | Retelling Rubric  After listening to L. Frank Baum’s The Wonderful Wizard of Oz, students describe the characters of Dorothy,  Auntie Em, and Uncle Henry, the setting of Kansan prairie, and major events such as the arrival of the cyclone.  [RL.1.3] |  |
| 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. | Benchmarking  Anecdotal Records  Graphic Organizers  F&P Guide for Observing and Noting Reading Behaviors |  |
| **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. | **District created observation checklists**  Students identify words and phrases within Molly Bang’s The Paper Crane that appeal to the senses and  suggest the feelings of happiness experienced by the owner of the restaurant (e.g., clapped, played, loved,  overjoyed). [RL.1.4] |  |
| 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. | (e.g., storybooks, poems).  Cross curricular discussion of fiction/nonfiction books  **District created observation checklists** |  |
| 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. | Anecdotal Records  Students identify the points at which different characters are telling the story in the Finn Family Moomintroll by  Tove Jansson. [RL.1.6] |  |
| **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. | **Anecdotal Records in Small Group** |  |
| 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 characters |  |
| **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. | Anecdotal Records |  |
| 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  After listening to Gail Gibbons’ Fire! Fire!, students ask questions about how firefighters respond to a fire and  answer using key details from the text. [RI.1.1] |  |
| 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  Retelling Rubric |  |
| 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  F&P Guide for Observing and Noting Reading Behavior |  |
| **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. | Anecdotal Records |  |
| 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. | F&P Guide for Observing and Noting Reading Behaviors  Students locate key facts or information in Claire Llewellyn’s Earthworms by using various text features (headings, table of contents, glossary) found in the text. [RI.1.5] |  |
| 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. | Benchmarks |  |
| **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. | **District observation checklists**  Students use the illustrations along with textual details in Wendy Pfeffer’s From Seed to Pumpkin to describe  the key idea of how a pumpkin grows. [RI.1.7] |  |
| 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. | **District observation checklists**  Students identify the reasons Clyde Robert Bulla gives in his book A Tree Is a Plant in support of his point  about the function of roots in germination. [RI.1.8] |  |
| 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).  **District 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. | Benchmarks |  |
| 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. | Dictation  Benchmarks  Daily writing  CAP |  |
| 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). | 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. | 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. | F&P 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.