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 |  |
| 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 |  |
| 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 |  |
| 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. | **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. | (e.g., storybooks, poems).  Cross curricular discussion of fiction/nonfiction books  **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. | Anecdotal Records |  |
| **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 |  |
| 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. | Anecodatl 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 |  |
| 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. | **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. | 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.