Grade 1 Reading Standards & Student Learning Targets

*The highlighted standards and student learning targets are assessed for mastery on the report card. All other standards are introduced to students at this grade level.

Literature: Fiction

CCSS:	Standard:	Student Learning Targets:
RL.1.1	Ask and answer questions about key details in a text.	● I can ask questions about details in a literary text. ● I can answer questions about details in a literary text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	● I can retell a story, including important details. ● I can explain the important message or lesson of a story.
RL.1.3	Describe characters, settings, and major events in a story, using key details.	● I can describe the characters, setting and major events of a story using details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	● I can identify feeling and sense words in stories and poems.
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.	● I can compare and contrast books that tell stories and books that give information.
RL.1.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	● I can identify who is telling the story at different places in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	● I can use pictures and details to describe the characters, setting and events of a story.
RL.1.8	(Not applicable to literature)	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories	● I can compare and contrast things that happen to characters in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	● With support, I can read first grade literary texts.

Informational Text: Nonfiction

CCSS:	Standard:	Student Learning Targets:
RI.1.1	Ask and answer questions about key details in a text.	● I can ask questions about details in informational text. ● I can answer questions about details in informational text.
RI.1.2	Identify the main topic and retell key details of a text.	● I can identify the main idea of an informational text. ● I can retell details in an informational text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	● I can describe how two people, events, and/or ideas are connected in informational texts.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	● I can ask questions about unknown words and phrases in informational texts. ● I can answer questions about unknown words and phrases in informational texts.
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.	● I can identify features of informational text. (e.g. headings, tables of contents, glossaries, electronic menus, icons). ● I can use text features to find important facts in informational text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	● I can compare and contrast the facts from words and pictures in informational texts.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	● I can use pictures and details to describe the main ideas of informational text.
RI.1.8	Identify the reasons an author gives to support points in a text.	● I can identify the author's reasons that support the main idea of an informational text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	● I can compare and contrast informational texts about the same topic.
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	● With support, I can read first grade informational texts.

Foundational Skills:

CCSS:	Standard:	Student Learning Targets:

RF.1.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	● I can explain how words are organized and used in a text. a. I can identify the parts of a sentence.

RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	
	a. Distinguish long from short vowel sounds in spoken single-syllable words.
	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
		● I can use sound patterns to read words.
		  a. I can identify long and short vowels in one-syllable words I hear.
		  b. I can say one-syllable words by putting sounds together.
		  c. I can say the beginning, middle and end sounds of one- syllable words.
		  d. I can break up one syllable words into their sounds.

RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	
	a. Know the spelling-sound correspondences for common consonant digraphs.
	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 printed 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.
		● I can use a variety of strategies to read words.
		  a. I can match letters and sounds for common consonant teams. (digraph: two letters that make one sound).
		  b. I can read one-syllable words that" play fair"
		  c. I can read long vowel words with a silent e.
		  d. I can read long vowel "team" words.
		  e. I can use vowel sounds to identify the number of syllables in a word.
		  f. I can read two-syllable words that by breaking the words into syllables.
		  g. I can read words with endings (ing, ed, s, es).
		  h. I can read high frequency words that don't "play fair."

RF.1.4	Read with sufficient 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.
		● I can read 1st grade level texts accurately and fluently to make meaning.
		  a. I can read 1st grade level texts with purpose.
		  b. I can read 1st grade level texts with fluency.
		  c. I can use clues in the text to check my accuracy.
		  d. I can re-read to make sure that what I'm reading makes sense.