

Reading Grade Expectations: Grade 1

Standard 1.1: Reading Strategies

Early Reading Skills and Strategies: Phonological Awareness

- R1: 1** Applies phonological knowledge and skills by...
- Counting syllables in one-to four-syllable words
 - Blending and segmenting phonemes in one-syllable words (e.g., “f-i-sh,” “r-u-n”)

Early Reading Skills and Strategies: Concepts of Print

- R1: 2** Demonstrates understanding of concepts of print during shared or individual reading by...
- Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)
 - Identifying key parts of a book: title, author
 - Demonstrating one-one matching of words spoken to words in print

Word Identification Skills and Strategies

- R1: 3** Applies word identification/decoding skills and strategies (leading to automaticity) by...
- Reading grade-appropriate, high-frequency words (including irregularly spelled words, contractions, etc.)
 - Identifying sound-symbol correspondences: consonants, two-letter blends (e.g., *bl, gr*), basic consonant and vowel digraphs (e.g., *th, ee, ay*), short vowels and long vowels affected by silent *e*
 - Reading regularly spelled one-and two-syllable words (e.g., “lot,” “kitten,” “doghouse”) by using knowledge of sounds and letter patterns (including common endings -s, -ed, -ly, -ing)

Context and Self-Correction Strategies

- R1: 4** Applies context and self-correction strategies by...
- Monitoring own reading and self-correcting when incorrectly identified or predicted words do not fit with cues provided by the print or the context (e.g., syntax/language structure, semantics/meaning, picture)

Vocabulary Strategies and Breadth of Vocabulary

- R1: 5** Identifies the meaning of unfamiliar words by...
- Using strategies to unlock meaning (e.g., activating prior knowledge, using context clues, or asking questions during read-alouds or text reading)
- R1: 6** Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...
- Identifying synonyms and antonyms to connect new words to known words
 - Describing words in terms of categories (e.g., “A mallard is a kind of duck”), functions (e.g., “Scissors are used for cutting”), or features (e.g., “A rectangle has four sides”)

Comprehension Strategies

- R1: 7** Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.
- EXAMPLES of reading-comprehension strategies might include:
- using prior knowledge;
 - predicting and making simple text-based inferences;
 - generating clarifying questions;

- constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world)

Monitoring and Adjusting Strategies

- RI: 8** Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading or read-alouds by...
- Recognizing problems with understanding, and rereading or asking questions as needed

Standard 1.2: Reading Accuracy

Accuracy and Fluency

- RI: 9** Reads grade-level-appropriate material with:
- **Accuracy:** reading material appropriate for the end of grade 1 with at least 90–94% accuracy (See Appendix for sample titles.)
 - **Fluency:** reading previously introduced or previously read grade-appropriate text with oral fluency rates of at least 50–80 words correct per minute
 - **Fluency:** reading grade-appropriate text in a way that makes meaning clear, and demonstrates phrasing, expression, and attention to end punctuation

Standard 1.3: Reading Comprehension

Standard 5.13: Responding to Text

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

- RI: 10** Demonstrate initial understanding of elements of literary texts (including text read aloud, reading independently or in a guided manner) by...
- Identifying characters in a story
 - Retelling the beginning, middle, and end of a story
 - Responding to simple questions about a book's content (e.g., "Where did Sylvester go?")
- RI: 11** Demonstrate initial understanding of author's craft used in literary texts by...
- Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., "teeny-tiny")

Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

- RI: 12** Demonstrate initial understanding of informational texts (expository and practical texts) by...
- Obtaining information, using text features such as title and illustration (e.g., "From the title, what do we think this book will tell us?")
 - Using explicitly stated information to answer questions
EXAMPLE: "Where do penguins live?"
 - Distinguishing among a variety of types of text (e.g., informational texts: children's magazines, children's newspapers, lists, simple directions)

Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text, Standard 5.11: Literary Elements and Devices

Analysis and Interpretation of Literary Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

- R1: 13 Analyze and interpret elements of literary texts read aloud or read independently, citing evidence where appropriate by...**
- Making predictions about what might happen next, and telling why the prediction was made
 - Identifying possible motives of characters
 - Identifying relevant physical characteristics or personality traits of main characters
- R1: 14 Analyze and interpret author's craft (citing evidence where appropriate) by...**
No GLE at this grade level
- R1: 15 Generates a personal response to what is read aloud or read independently through a variety of means by...**
- Comparing stories or other texts to personal experience, prior knowledge, or other books

Standard 1.3: Reading Comprehension Standard 5.13: Responding to Text

Analysis and Interpretation of Informational Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

- R1: 16 Analyze and interpret informational text read aloud or independently, citing evidence as appropriate by...**
- Identifying the topic
 - Telling what was learned
 - Making basic inferences or drawing basic conclusions
- EXAMPLE: "From what we just read, why do you think firefighters wear special uniforms? Explain why."

Standard 1.4: Reading Range of Text

Reading Extensively

- R1: 17 Demonstrates the habit of reading extensively* by...**
- Reading four or more short books or the equivalent everyday

** Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.*

Reading Widely and In Depth

(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)

- R1: 18 Demonstrates the habit of reading widely and in depth by...**
- Reading from or listening to at least three different genres/kinds of text and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, realistic fiction; informational: content trade books, children's magazines; and practical/functional texts: classroom schedules, simple directions, lists, labels, invitations)

Standard 1.4: Reading Range of Text
Standard 5.12: Literate Community

Literate Community

R1: 19 Demonstrates participation in a literate community by...

- Self-selecting reading materials in line with reading ability and personal interests
- Participating in appropriate discussions about text by offering comments related to the text, and referring explicitly to the text