

GUSD First Grade Reading Standards

- **R.L.- Reading Literature Standards**
- **R.F.S.-Reading Foundational Skill Standards**
- **R.I.-Reading Informational Standards**

Reading Sequence	Standards (Priority)	I can statements...	Examples
R.L. 1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I can retell a story.	<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students use key details to retell stories in their own words, reveal an understanding about the central message of the text, and tell about the story elements.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story? • Can you tell me where the story took place? • Can you tell me the important things that happened in the story? • Who are the characters in the story? What do you know about them?
R.F.S. 1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>B. Decode regularly spelled one-syllable words</p> <p>C. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>F. Read words with inflectional endings.</p> <p>G. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>I can use digraphs to help me read.</p> <p>I can read one syllable words.</p> <p>I can read vowel teams (magic e, ea, ay, oa).</p> <p>I can read two syllable words.</p> <p>I can read first grade words.</p>	<p>Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said... does it look like...? What do these two letters sound like together (she, the, ch) in this word? • Can you clap the syllables in this word? • What does this final e tell you about this word? • Look at the beginning of that word, can you get it started?

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<p>R.F.S. 1.4</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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. 	<p>I can read with expression.</p> <p>I can read accurately.</p> <p>I can reread to understand what words mean.</p>	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice sound like the words are together. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should.
<p>R.I. 1.2</p>	<p>Identify the main topic and retell key details of a text.</p>	<p>I can find the main topic and details in a section of nonfiction.</p>	<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students should be able to identify the main idea and retell the key details in their own words. They should also be able to tell how two individuals, events, ideas or pieces of information are linked together.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Think about what you read and create your own question about an important idea in this text. • What is the main idea of this text? • Can you find one of the important ideas in this text? Can you find another important idea? • Can you tell me how these two events are linked together? (cause/effect, time order)

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R.I. 1.5	Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	I can use text features to help me understand nonfiction.	First grade students should use the skill of asking and answering questions to help them understand what words and phrases mean in the text. Students at this level should understand how to use text features to help them understand the text and be able to tell them the difference between what information can be gained by examining the pictures and what can be gained from examining the words. Use questions and prompts such as: <ul style="list-style-type: none">• What features in the text help you find important information?• How do the headings help you understand the text?• What does the table of contents help you to know?• Can you tell me what is different about what the picture shows and what the words say about...?
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Reading Sequence	Standards (Supporting)	I can statements...	Examples
R.L. 1.1	Ask and answer questions about key details in a text.	I can tell who, what, where, when, why, and how after reading stories.	First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students use key details to retell stories in their own words, reveal an understanding about the central message of the text, and tell about the story elements. Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story? • Can you tell me where the story took place? • Can you tell me the important things that happened in the story? • Who are the characters in the story? What do you know about them?
R.L. 1.3	Describe characters, settings, and major events in a story, using key details.	I can tell the characters, setting and what happens in a story.	
R.L. 1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	I can understand how words in a story can tell about feelings and the senses.	First grade students begin to look at how words are used in a text by naming words and phrases that contribute to the feeling of the poem or story. They should understand the difference between books that tell stories and books that provide information. First grade students should be able to name who is telling the story. Use questions and prompts such as: <ul style="list-style-type: none"> • Can you find the feeling words in this poem/story? • Is this book an information book or a story book? What in the text leads you to the answer? • Who is telling the story in this part of the book?
R.L. 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 tell the difference between fiction and nonfiction.	
R.L. 1.6	Identify who is telling the story at various points in a text.	I can talk about who is telling a story.	
R.L. 1.7	Use illustrations and details in a story to describe its characters.	I can use words and pictures to help me tell about the characters, setting, and plot.	Students are required to use pictures and details in a story to tell about characters, setting, and events. They continue to build on character development by looking at similarities and differences in characters' experiences in stories. Use questions and prompts such as:

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<p>R.L. 1.9</p>	<p>Compare and contrast the adventures and experiences of characters in stories.</p>	<p>I can compare and contrast what characters do in a story.</p>	<ul style="list-style-type: none"> • Can you find an illustration or part that shows the main character? • Can you find an illustration or part that shows the setting? • Can you find an illustrations or part that shows the problem in the story? • What is the same about the characters in the two stories? What is different? • Did the characters solve the problem in different ways? If so, how?
<p>R.L. 1.10</p>	<p>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>I can read and understand first grade fiction.</p>	<p>With assistance, students are required to read prose and poetry at the text complexity for grade 1.</p> <p>Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>
<p>R.F.S. 1.1</p>	<p>Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>I can use basic text features to help me read (find the first word, capitalization, ending punctuation).</p>	<p>Students will understand how a sentence is organized. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Show me the first word of the sentence. • Where does the period (question mark, etc.) go? • Show me the capital letter. • How does a sentence begin? • What goes at the end of a sentence?
<p>R.F.S. 1.2</p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes).</p>	<p>I can tell the number of syllables in words. I can tell the different sounds in a word.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does this word have a long or short vowel sound? • Say each sound you hear in this word slowly. • What do you hear at the beginning of this word? What do you hear next? At the end?

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	<p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		
R.I. 1.1	Ask and answer questions about key details in a text.	I can tell who, what, where, when, why, and how after reading nonfiction.	First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students should be able to identify the main idea and retell the key details in their own words. They should also be able to tell how two individuals, events, ideas or pieces of information are linked together.
R.I. 1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	I can make and describe connections between two people, events, or ideas in nonfiction.	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Think about what you read and create your own question about an important idea in this text. What is the main idea of this text? Can you find one of the important ideas in this text? Can you find another important idea? Can you tell me how these two events are linked together? (cause/effect, time order)
R.I. 1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	I can ask and answer question to help understand new words.	First grade students should use the skill of asking and answering questions to help them understand what words and phrases mean in the text. Students at this level should understand how to use text features to help them understand the text and be able to tell them the difference between what information can be gained by examining the pictures and what can be gained from examining the words.
R.I. 1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	I can use words and pictures to help me understand nonfiction.	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> What features in the text help you find important information? How do the headings help you understand the text? What does the table of contents help you to know? Can you tell me what is different about what the picture shows and what the words say about...?

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R.I. 1.7	Use the illustrations and details in a text to describe its key ideas.	I can use words and pictures to help me understand nonfiction.	<p>Students will understand how illustrations help explain the text. At this level, students should also develop the ability to recognize the author’s reasoning by finding support within the text. Students will look for similarities and difference in two text that share the same main idea.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell how the author uses this chart to help you understand? • What does this chart add to your thinking about what you read? • Can you find the reason why they author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. How are they the same? How are they different?
R.I. 1.8	Identify the reasons an author gives to support points in a text.	I can find reasons to support the main idea of nonfiction.	
R.I. 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 the main idea of two nonfiction texts.	
R.I. 1.10	With prompting and support, read informational texts appropriately complex for grade 1.	I can read and understand first grade nonfiction.	<p>With assistance, students are required to read informational text at the appropriate complexity for grade 1.</p> <p>Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>