

## Grade 1

Reading: Foundational Skills	Assessment	Instruction
<p><b>Print Concepts</b></p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>Pre-A Reading Assessment: Print Concepts (TG p. 52; AFB p. 54)</p>	<p>Pre-A Lesson Plan (TG pp. 120–123; pp. 181–182)</p>
<p><b>Phonological Awareness</b></p> <p>RF.1.2 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), including consonant blends.</p> <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>	<p>Pre-A Reading Assessment: Phonemic Awareness (TG p. 50; AFB p. 55)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p><b>Phonics and Word Recognition</b></p> <p>RF.1.3. 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 (two letters that represent one sound).</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>Pre-A Reading Assessment: Sound Knowledge (TG p. 49; AFB p. 54)</p> <p>Developmental Word Knowledge Inventory (TG p. 32–37; AFB pp. 17–23)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p><b>Fluency</b></p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
Reading: Informational Text	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>

<p><b>Craft and Structure</b></p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
Reading: Literature	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Craft and Structure</b></p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>