

**Federal Way School District
First Grade Reading Expectations**

1. The student understands and uses different skills and strategies to read.

1.1 Uses word recognition skills and strategies to read and comprehend text.

1.1.1 Apply phonetic principles to read including sounding out, using initial letters, and using common letter patterns to make sense of whole words.

Understand and apply concepts of print.

- Use directionality when reading independently.
- Identify title page, table of contents, author, and illustrator of book.
- Recognize that print represents spoken language that conveys meaning.
- Recognize the difference between sentences, words, spaces between words, and letters.

Understand and apply phonemic awareness (is phonemically aware).

- Identify syllables in a word auditorially.
- Identify and generate rhyme.
- Segment and blend multi-syllabic words including compound words.
- Substitute one phoneme for another in initial, medial, and final positions to make a new word.
- Segment and blend words containing three to five phonemes.
- Generate words that begin or end with the same sound or different sounds.
- Blend and segment onset and rime.

Apply understanding of oral language to develop reading skills.

- Participate orally in discussions about stories listened to and read (e.g., contribute who, what, when, where in retells; contribute explanations; generate and answer questions; and make comparisons).

Apply understanding of phonics.

- Recognize that sounds are represented by different single letters or combinations of letters.
- Apply onset and rime/word families to decode words.
- Decode words having the following patterns: vc, cvc, cvcc, ccvc, cvce, ccvcc, cvvc.
- Use knowledge of phonics to read unfamiliar words in text.
- Read compound words, contractions and words with common inflectional endings.

1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Use word and sentence structure to understand reading materials including prefixes, suffixes, contractions, and simple abbreviations.

Apply knowledge of word and sentence structure to comprehend text.

- Use inflectional endings to understand the meaning of words. (e.g., -s, -ed, -ing, -er, -est).

1.2.2 Use a variety of reading strategies to comprehend words and ideas, including self-correcting, re-reading, reading on, and slowing down.

Apply word meaning strategies in grade level text.

- Use strategies including using context and re-reading to self-correct.

1.2.3 Use dictionaries, glossaries, and other sources to understand and confirm word meanings.

Understand how resources are used to learn word meanings.

- Locate resources with teacher guidance.

1.3 Build vocabulary through wide reading.

1.3.1 Use pictures, graphics, word meaning, and context clues to comprehend text.

Apply strategies to predict or confirm word meaning in grade level text.

- Use meaning, language structure, and phonics to predict and confirm the meaning of words independently.
- Use information from pictures, illustrations, and diagrams to predict and confirm word meaning (with teacher guidance).
- Use context in reading to predict meaning of new words (with teacher guidance).
- Ask self questions to confirm meaning: Does that make sense? Does that sound right? Does that look right?

1.3.2 Build reading vocabulary across content areas.

Understand and apply new vocabulary.

- Increase oral and reading vocabulary by listening to and reading informational and literary text.
- Use new vocabulary gained through reading and listening when writing and speaking.

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1.4 Apply word recognition skills and strategies to read fluently.

1.4.1 Read grade level text fluently.

(a) **Understand how to read fluently.**

- Read aloud familiar grade level text with accuracy in a manner that sounds like natural speech, using cues of punctuation to assist understanding.
- Read aloud unpracticed grade level text at a target rate of 50-65 words correct per minute.

(b) **Know high frequency words.**

- Read selected high frequency words with automaticity.

1.4.2 Adjust reading rate to incorporate new skills or read unfamiliar text with understanding.

Understand how to apply different reading rates to text.

- Adjust rate to match purposes, practice new skills or to read unfamiliar grade level materials and can explain why.

2. The student understands the meaning of what is read.

2.1 Demonstrate evidence of reading comprehension.

2.1.1 Demonstrates basic comprehension of content of literary, informational, and task-oriented texts such as plays, newspaper articles, and instructions.

Understand and apply monitoring strategies.

- Use monitoring strategies including word recognition strategies, rereading, looking forward in the text, using picture clues, etc., to increase comprehension.

Understand how to create mental imagery.

- Compose visual images from what is read aloud and/or read by self.

Understand how to use questioning.

- Ask and answer questions before, during, and after read alouds, instruction/practice time, and independent reading.

2.1.2 Demonstrate comprehension of the main idea and supporting details; through summarizing in own words using evidence from the text.

Understand how to determine importance of text.

- State main idea and list important details verbally or by using graphic organizers (e.g., web, T-Chart, KWL, Two Column Notes).
- Summarize text with teacher assistance.

2.1.3 Connect previous experiences and knowledge when reading to understand characters, events, and information.

Understand how to use prior knowledge.

- Make connections or identify similarities between self and text, and text to text after read alouds and independent reading.

2.1.4 Make inferences and predictions based on the text.

Understand how to infer/ predict meaning.

- Make and confirm predictions based on information from text (through support of teacher questions).
- Make inferences before, during, and after hearing or reading a story using prior knowledge, story structure, and prediction.

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<p>2.2 Understand and apply knowledge of text components to comprehend text.</p>	<p>2.2.1 Use time, order, and/or sequence to accurately retell text. Understand story sequence.</p> <ul style="list-style-type: none"> • Retell story with correct sequence of events. <p>2.2.3 Understand story elements (plot, characters, setting, point of view, problem, solution). Understand elements of literary text.</p> <ul style="list-style-type: none"> • Identify story elements of character, setting, and important events. <p>2.2.4 Locate and use text features (title, heading, table of contents, index, captions, alphabetizing, numbering, glossaries, etc.) to understand text. Understand how features of text help with comprehension (See <u>Text Form and Features</u>).</p> <ul style="list-style-type: none"> • Identify title pages, table of contents, glossary, diagrams, and maps. <p>2.2.5 Recognize and use features of electronic information such as pull-down menus, key word searches, icons, etc. Understand that electronic information has specific features.</p> <ul style="list-style-type: none"> • Identify and use icons, pull-down menus, and toolbars.
<p>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p>	<p>2.3.1 Find similarities and differences in stories: understand relationship between parts of a text or between two texts. Understand similarities and differences within and among texts.</p> <ul style="list-style-type: none"> • Explain similarities and differences in character, setting, and important events within and among texts read or listened to. <p>2.3.3 Find, sort, and analyze information for a specific topic or purpose. Understand and apply concept of categories.</p> <ul style="list-style-type: none"> • Sort words by various attributes (e.g., dog, cat, gerbil are all pets).
<p>2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.</p>	<p>2.4.2 Analyze author's purpose for and style of writing. Understand characteristics of grade level appropriate text forms (See <u>Text Forms and Features</u>).</p> <ul style="list-style-type: none"> • Identify common types of literary and information text and their use. • Identify differences among common forms of literary and informational text. <p>2.4.6 Apply information gained from reading to give a response, express insights, and draw conclusions. Understand how to give responses and make connections to text.</p> <ul style="list-style-type: none"> • Use information from reading or read alouds to generate a response and make connections.
<p>3. The student reads different materials for a variety of purposes.</p>	
<p>3.1 Read to learn new information.</p>	<p>3.1.1 Observe and use signs, labels, and instructions. Understand purpose for signs, labels, and instructions.</p> <ul style="list-style-type: none"> • Read and explain labels and environmental print. • Read and follow simple directions. <p>3.1.2 Locate and use a variety of resource materials for specific task. Understand that a variety of texts contain information.</p> <ul style="list-style-type: none"> • Listen to and/or read a variety of types of informational text to learn new information. <p>3.1.3 Select resources to answer a question or solve a problem. Understand that resources answer questions and solve problems.</p> <ul style="list-style-type: none"> • Select and use a variety of resources to learn new information (with teacher assistance).

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<p>3.2 Read to perform a task.</p>	<p>3.2.1 Read and understand information (schedules, recipes, instructions, etc.) to perform tasks for a variety of real life purposes. Understand how to read for information to perform a task.</p> <ul style="list-style-type: none"> • Use labels, captions, story maps, charts, cover information, title page, table of contents, glossary, diagrams, maps to perform a task.
<p>3.3 Read for career application.</p>	<p>3.3.2 Read and interpret non-technical documents from career settings, such as memos, directories, and schedules. Understand career from literacy activities.</p> <ul style="list-style-type: none"> • Gather information about careers from non-technical documents such as menus, memos, recipes, packaging, letters, etc.
<p>3.4 Read for literary experience in a variety of genres.</p>	<p>3.4.1 Read and respond to a variety of traditional and contemporary literature (novels, folk tales, stories, myths, rhymes, poems, plays, etc.). Understand a variety of traditional and contemporary literature.</p> <ul style="list-style-type: none"> • Listen, read, and respond to a variety of genre (see <u>Text Forms and Features</u>) by drawing, writing, performing, presenting, etc.). <p>3.4.2 Read a variety of literature representing different cultures, perspectives, and issues. Understand a variety of literature representing different cultures, perspectives, and issues.</p> <ul style="list-style-type: none"> • Listen to a variety of literature representing different cultures, perspectives, and participate in group discussions about those differences. <p>3.4.3 Understand different views of family, friendship, culture, and tradition found in literature. Understand different views of family, friendship, culture, and tradition found in literature.</p> <ul style="list-style-type: none"> • Listen to and read a variety of literature representing different view of family, friendship, culture, and tradition, generating a personal and/or text based response.
<p>4. The student sets goals and evaluates progress to improve reading.</p>	
<p>4.1 Assess reading strengths and need for improvement.</p>	<p>4.1.1 Use strategies to monitor reading progress and to overcome reading difficulties with teacher guidance. Understand that readers evaluate own progress.</p> <ul style="list-style-type: none"> • Recognize and explain own reading behaviors in teacher-led discussions/questioning. <p>4.1.2 Set reading goals. Understand purpose of setting goals.</p> <ul style="list-style-type: none"> • Explain why setting a reading goal is important and set a reading goal with teacher guidance.
<p>4.2 Seek and evaluate feedback to improve reading.</p>	<p>4.2.1 Use grade level content expectations to self-evaluate reading abilities. Understand criteria for being a good reader.</p> <ul style="list-style-type: none"> • Compare own reading to criteria with teacher guidance.
<p>4.3 Develop interests and share reading experiences.</p>	<p>4.3.1 Select and read favorite authors, subjects, and books and share with others. Understand how readers choose books.</p> <ul style="list-style-type: none"> • Select favorite subjects, authors, and/or books and share with others. • Self-select books at instructional or independent level.