

## Grade 1- Comprehension

**Benchmark- Students will be able to use comprehension strategies and skills to demonstrate a literal understanding by asking and answering questions about a text heard or read.**

### ➤ **Identifying Information in Text**

- Distinguishes between narrative and informational text
- Identify literary elements of a fiction text including plot, characters, setting, problem and solution
- Identify in a nonfiction text main topic and common features such as title, headings and table of contents

### ➤ **Making Inferences**

- Make and confirm predictions based on the text
- Draw conclusions from text

### ➤ **Retelling**

- Retell information about characters, settings, and plots in a sequential order including beginning, middle and end
- Retell important information from a nonfiction text

### ➤ **Comprehension Monitoring**

- Reread for understanding
- Ask questions
- Self correct using the context, illustrations and phonics
- Describe the information gained from the text in his/her own words

### ➤ **Making connections**

- Connect events, characters, actions, and themes to specific life experiences- self-to-text
- Make comparisons across reading selection- text-to-text
- Use prior knowledge to clarify meaning- self-to-world

## Grade 1- Fluency

**Benchmark- Students will be able to read grade level text with appropriate phrasing, pacing, and expression.**

- **Read grade level text in a manner that makes meaning clear, demonstrates phrasing and expression, with attention to punctuation (periods, exclamation marks, and question marks, commas, quotation marks).**
  - **Accuracy**  
Consistently read grade level text with at least 95% accuracy
  - **Rate**  
Read grade level text with oral fluency rate of at least 40-70 words per minute (WPM)

## Grade 1- Phonemic Awareness

**Benchmark-** Students will be able to orally blend and segment words with up to five sounds including blends, digraphs, and glued sounds by tapping the words.

- **Generate a series of rhyming words, including words with consonant blends**  
*Ex. given the prompt “cat” the student will be able to generate a list of rhyming words such as “rat, mat, fat, flat”*
- **Segment a spoken multi-syllable word into its syllables**  
*Ex. tiger = ti + ger*
- **Segment a spoken word into its phonemes – including words with blends and digraphs**  
*Ex. bump = /b//u//m//p/, stamp = /s//t//a//m//p/*
- **Blend spoken phonemes into one syllable words including blends and digraphs**  
*Ex. /f//l//a//t/ = flat, /ch//o//p/ = chop*
- **Distinguish between long and short vowel sounds in orally stated, single syllable words**  
*Ex. bit (short ‘i’) bite (long ‘i’)*

## Grade 1 Phonics/Word Study

**Benchmark-** Students will be able to read and spell words with two letter blends, digraphs, glued sounds, and suffixes (s, es, ed, ing) with closed and vowel-consonant-e syllable types.

- **Read and spell words with two letter blends, digraphs, and glued sounds in words that have up to five sounds**  
*Ex. stamp, shop, swing*
- **Read and spell basic compound words and other two syllable words with closed syllables**  
*Ex. magnet, publish, into, bathtub*
- **Read and spell words with suffixes s, es, ed, ing**  
*Ex. ducks, wishes, hunted, jumping*
- **Read and spell words with glued (welded) sounds: am, an, all, ang, ank, ing, ink, ong, onk, ung, unk**  
*Ex. ham, fan, ball, fang, bank*
- **Read and spell words with vowel-consonant-e syllables**  
*Ex. stove, hope, caves*
- **Read and spell 91 high frequency word wall words**

## Grade 1- Vocabulary

**Benchmark- Students will be able to acquire and use new vocabulary in reading and responding to relevant grade level contexts.**

- **Classify common words into conceptual categories (ex. animals, food, features, functions)**
- **Recognize base words and their inflectional forms (ex. look, looks, looked, looking)**
- **Identify words that comprise contractions (ex. do not, don't)**
- **Recognize that two words can make a compound word**
- **Identify synonyms and antonyms**
- **Use known words to help understand new/unknown words**
- **Use strategies to unlock meaning (ex. prior knowledge, context clues, asking questions)**