

Phonemic Awareness, Word Recognition, Fluency	Acquisition of Vocabulary	Reading Process: Concepts of Print, Comprehension Strategies, Self-Monitoring Strategies	Reading Applications: Informational, Technical, Persuasive Text	Reading Applications: Literary Text
<p>1.1 Identify and distinguish between letters, words and sentences.</p> <p>1.2 Identify and say the beginning and ending sounds in words.</p> <p>1.3 Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.</p> <p>1.4 Decode by using letter-sound matches.</p> <p>1.5 Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.</p> <p>1.6 Blend two or four phonemes (sounds) into words.</p> <p>1.7 Add, delete or change sounds in a given word to create new or rhyming words.</p> <p>1.8 Demonstrate a growing stock of sight words.</p> <p>1.9 Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.</p> <p>1.10 Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.</p>	<p style="text-align: center;">Contextual Understanding</p> <p>1.1 Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.</p>	<p style="text-align: center;">Concepts of Print</p> <p>1.1 Describe the role of authors and illustrators.</p> <p>1.2 Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).</p>	<p>1.1 Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.</p>	<p>1.1 Provide own interpretation of story, using information from the text.</p>
	<p style="text-align: center;">Conceptual Understanding</p> <p>1.2 Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).</p>	<p>1.3 Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.</p>	<p>1.2 Identify the sequence of events in informational text.</p>	<p>1.2 Identify characters, setting and events in a story.</p>
	<p>1.3 Classify words into categories (e.g., colors, fruits, vegetables).</p> <p>1.4 Recognize common sight words.</p> <p>1.5 Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).</p>	<p style="text-align: center;">Comprehension Strategies</p> <p>1.4 Make predictions while reading and support predictions with information from the text or prior experience.</p> <p>1.5 Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.</p> <p>1.6 Recall the important ideas in fictional and non-fictional texts.</p>	<p>1.3 Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).</p> <p>1.4 Identify central ideas and supporting details of informational text with teacher assistance.</p>	<p>1.3 Retell the beginning, middle and ending of a story, including its important events.</p> <p>1.4 Identify differences between stories, poems and plays.</p>
	<p style="text-align: center;">Structural Understanding</p>	<p style="text-align: center;">Self-Monitoring Strategies</p>	<p>1.5 Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.</p>	<p>1.5 Recognize predictable patterns in stories and poems.</p>
	<p>1.6 Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).</p>	<p>1.7 Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.</p>	<p>1.6 Follow multiple-step directions.</p>	
	<p>1.7 Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).</p>	<p>1.8 Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>		
	<p>1.8 Read root words and their inflectional endings (e.g., walk, walked, walking).</p>	<p style="text-align: center;">Independent Reading</p>		
	<p style="text-align: center;">Tools and Resources</p>	<p>1.9 Monitor comprehension of independently- or group-read texts by asking and answering questions.</p>		
	<p>1.9 Determine the meaning of unknown words using a beginner's dictionary.</p>	<p>1.10 Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>		
		<p>1.11 Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task.)</p>		

