

Grade: First	Content Area: Reading
Standard: Literature	
<b>Key Idea: Key Ideas and Details</b>	
<b>Required Skills:</b> a.) I can ask and answer questions about key details in a text. b.) I can retell stories, including key details, and demonstrate understanding of the central message or lesson. c.) I can describe characters, settings, and major events in a story, using key details.	
<b>Key Idea: Craft and Structure</b>	
<b>Required Skills:</b> a.) I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses. b.) I can explain major differences between books that tell stories and books that give information. c.) I can identify who is telling the story at various points in a text.	
<b>Key Idea: Integration of Knowledge and Ideas</b>	
<b>Required Skills:</b> a.) I can use illustrations and details in a story to describe its characters, setting, or events. b.) I can compare and contrast the adventures and experiences of characters in stories.	
<b>Key Idea: Range of Reading and Level of Text Complexity</b>	
<b>Required Skills:</b> a.) I can read prose and poetry of appropriate complexity for grade 1 with prompting and support.	
Standard: Informational Text	
<b>Key Idea: Key Ideas and Details</b>	
<b>Required Skills:</b> a.) I can ask and answer questions about key details in a text. b.) I can identify the main topic and retell key details of a text. c.) I can describe the connection between two individuals, events, ideas, or pieces of information in a text.	
<b>Key Idea: Craft and Structure</b>	
<b>Required Skills:</b> a.) I can ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	

- b.) I can use various text features to locate key facts or information in a text.
- c.) I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### **Key Idea: Integration of Knowledge and Ideas**

##### **Required Skills:**

- a.) I can use the illustrations and details in a text to describe its key ideas.
- b.) I can identify the reasons an author gives to support points in a text.
- c.) I can identify basic similarities in and differences between two texts on the same topic.

#### **Key Idea: Range of Reading and Level of Text Complexity**

##### **Required Skills:**

- a.) I can read informational texts appropriately complex for grade 1 with prompting and support.

#### **Standard: Foundational Skills**

##### **Key Idea: Print Concepts**

##### **Required Skills:**

- a.) I can demonstrate an understanding of the organization and basic features of print.
- b.) I can recognize the distinguishing features of a sentence.

##### **Key Idea: Phonological Awareness**

##### **Required Skills:**

- a.) I can demonstrate understanding of spoken words, syllables, and sounds.
- b.) I can distinguish long from short vowel sounds.
- c.) I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- d.) I can isolate and pronounce initial, medial vowel, and final sounds.
- e.) I can segment spoken single-syllable words into their complete sequence of individual sounds.

##### **Key Idea: Phonics and Word Recognition**

##### **Required Skills:**

- a.) I can apply grade-level phonics and word analysis skills in decoding words.
- b.) I can identify spelling-sound correspondences for common consonant digraphs.
- c.) I can decode regularly spelled one-syllable words.
- d.) I can identify final -e and common vowel team conventions for representing long vowel sounds.
- e.) I can identify the number of syllables in a printed word.
- f.) I can decode two-syllable words following basic patterns by breaking the words into syllables.
- g.) I can read words with inflectional endings.
- h.) I can recognize and read grade-appropriate irregularly spelled words.

<b>Key Idea: Fluency</b>
<b>Required Skills:</b> <ul style="list-style-type: none"><li>a.) I can read with sufficient accuracy and fluency to support comprehension.</li><li>b.) I can read grade-level text with purpose and understanding.</li><li>c.) I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li><li>d.) I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>