

Grade 1 - E1 Reading

Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

E1a: Print-Sound Code

Knowledge of the print-sound code should take root, as the phonemic awareness that children developed in kindergarten deepens and expands. By the end of Grade 1, students should be well on the way to mastering phonemic awareness. No longer working on sounds or letters separately, they now are able to put these elements of the code together to read meaningful, connected texts. The set of high-frequency words they recognize also has expanded since kindergarten.

E1a.1: Knowledge of Letters and Their Sounds

- No equivalent component at this grade level.

E1a.2: Phonemic Awareness

By the end of the year, first-grade students' phonemic awareness should be consolidated fully. They should be able to demonstrate, without difficulty, all of the skills and knowledge expected at the end of kindergarten. The ability to segment and blend each of the sounds in words--which they began to develop in kindergarten--should now be developed fully. By the end of the year, we expect first-grade students to:

- separate the sounds by saying each sound aloud; and
- blend separately spoken phonemes to make a meaningful word.

E1a.3: Reading Words

By the end of Grade 1, we expect students to:

- know the regular letter-sound correspondences and use them to recognize or figure out regularly spelled one- and two-syllable words;
- use onsets and rimes to create new words that include blends and digraphs; and
- recognize about 150 high-frequency words as they encounter the words in reading.

E1b: Getting the Meaning

First-grade students read aloud leveled books. They sound like they know what they are reading. Readers also must use a variety of skills

and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

E1b.1: Accuracy

By the end of the year, we expect first-grade students to:

- read Level I books that they have not seen before, but that have been previewed for them, with ninety percent or better accuracy of word recognition (self-correction allowed).

E1b.2: Fluency

When they read aloud, we expect first graders to sound like they know what they are reading.

Fluent readers may pause occasionally to work out difficult passages. (Such pauses, provided they are preceded and following by fluent reading, are more likely to indicate use of self-monitoring strategies than lack of fluency).

By the end of the year, we expect first-grade students to:

- independently read aloud from Level I books that have been previewed for them, using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text; and
- use the cues of punctuation – including commas, periods, question marks and quotation marks – to guide them in getting meaning and fluently reading aloud.

E1b.3: Self-Monitoring and Self-Correcting Strategies

Whenever children read, they should use a variety of self-monitoring and word recognition strategies to help them figure out words they do not recognize immediately. By the end of first grade, we expect children to monitor their own reading for accuracy and sense and to use successfully strategies to solve reading problems.

To see these strategies--which normally are deployed privately and silently inside children's minds--it may be necessary to ask children to read aloud from books that are a bit of a stretch for them in terms of difficulty. When they read books like those that are more difficult, we expect to see more overt self-monitoring

behaviors, less accuracy and fluency, and slower or less precise comprehension.

By the end of the year, we expect first-grade students to:

- notice whether the words sound right, given their spelling;
- notice whether the words make sense in context;
- notice when sentences don't make sense;
- solve reading problems and self-correct, through strategies that include using syntax and word-meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts; and
- check their solution to a difficult word against their knowledge of print-sound correspondences and the meaning of the text.

E1b.4: Comprehension

By the end of first grade, we expect children to demonstrate their comprehension of books that they read independently or with a partner, as well as books that adults read to them. We also expect them to read and understand simple written instructions and functional messages. When they independently read texts they have not seen before, by the end of the year, we expect first-grade students to:

- retell the story;
- tell what the book is about (summarize it);
- describe in their own words what new information they gained from the text; and
- answer comprehension questions similar to those for kindergartners;

The texts that adults read to first graders usually have more complex conceptual and grammatical features than the texts the children read independently, permitting greater depth in the kinds of comprehension children can display. For texts that are read to them, we expect children at the end of first grade also to be able to:

- extend the story;
- make predictions about what might happen next and say why;
- talk about the motives of characters; and
- describe the cause and effects of specific events.

E1c: Reading Habits

Through first-grade (and Grade 2), expectations for independent and assisted reading are

elaborated separately from those expectations for students who are being read to. Books read to students are chosen for their interest and literary value; they usually have greater complexity than a student can handle reading independently or with assistance.

students to:

E1c.1: Independent and Assisted Reading

By the end of the year, we expect first-grade students to:

- read four to more books every day independently or with assistance;
- discuss at least one of these books with another student or a group;
- read some favorite books many times, gaining deeper comprehension;
- read their own writing and sometimes the writing of their classmates; and
- read functional messages they encounter in the classroom (for example: labels, signs, instructions).

E1c.2: Being Read To

By the end of the year, we expect first-grade students to:

- hear two or four books or other texts (for example, poems, instructions, newspaper or magazine articles, songs) read aloud every day; and
- listen to and discuss every day at least one book or chapter that is longer and more difficult than what they can read independently or with assistance.

E1c.3: Discussing Books

Daily discussion of books continues to be essential in first grade. Children now can deal with more complex and longer texts and relate books to teach other. In classroom and small-group discussions of their reading and of books read to them, by the end of the year, we expect first-grade students to:

- demonstrate the skills we look for in the comprehension component of Reading Standard E1b: Getting the Meaning;
- compare two books by the same author;
- talk about several books on the same theme;
- refer explicitly to parts of the text when presenting or defending a claim;
- politely disagree when appropriate;
- ask others questions that seek elaboration and justification; and
- attempt to explain why their interpretation of a book is valid.

E1c.4: Vocabulary

Like kindergartners, first graders know more words than they can read or write. They still

acquire most of their new vocabulary by listening to spoken language and hearing books read aloud, though reading and discussing books enhances the quality and breadth of their word knowledge. Children easily absorb into their vocabulary new words that come up and recur in conversation and reading.

By the end of the year, we expect first-grade students to:

- make sense of new words from how the words are used, refining their sense of the words as they encounter them again;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- talk about the meaning of some new words encountered in independent and assisted reading;
- know how to talk about what words mean in terms of functions and features; and
- learn new words every day from talk and books read aloud.