

## 1<sup>st</sup> Grade Reading

The purpose of this document is to clarify what students should know and be able to do each grading period.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.)

Teachers will report on the competencies using the **Grading Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), and proficient (PF)) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the yearlong outline of the Competencies. Following the Learning Progression are the Competency Success Criteria, which define what a student knows and is able to do related to that competency at the end of a unit or quarter. To see what success on the competencies looks like in a particular unit, please see the **Public Overview** document for the course.

Students who receive a mark of “**Proficient**” meet the grade level expectation for that Competency.

Competencies	GP1	GP2	GP3	GP4
<b>C1 - Responding to Reading</b> The student retells, talks, draws, and writes about texts read independently and during guided reading.	X	X	X	X
<b>C2 - Plot and Themes in Literary Texts Read Aloud</b> The student identifies and discusses the plot and theme in literary texts read aloud.		X	X	X
<b>C3 – Central Idea and Details in Informational Read Aloud</b> The student identifies and discusses the central idea and details in informational texts read aloud.		X		X
<b>C4 - Monitoring Beginning Reading</b> The student monitors and reflects on their thinking when independently reading and uses strategies to comprehend when meaning breaks down.	X	X	X	X

**C5 - Phonological Awareness, Phonics, and Spelling**

The student identifies and manipulates sounds, identifies high frequency words, and uses what they know about letters and words to read and spell grade level words using sound-spelling patterns.

X

X

X

X

**Learning Progression for Competency 1: Responding to Reading**

The student retells, talks, draws, and writes about texts read independently and during guided reading.

Developing	Progressing	Proficient
<p>Retells, draws, or writes about the events in a story</p> <p>Identifies, draws, or writes the central idea or topic in an informational text</p> <p>May add background knowledge on the topic that may not contribute to their understanding of the text</p>	<p>Retells, draws, or writes to show understanding of the beginning, middle, and ending of a story (may be in random order)</p> <p>Retells, draws, or writes about the central idea and simple details from an informational text</p> <p>Shares an opinion about a text and/or illustration</p> <p>Makes relevant connections to the text that help in understanding</p>	<p>Retells, draws, or writes about the plot (setting, characters, problem and resolution) in a logical order</p> <p>Retells, draws, or writes about the central idea and details or steps in order</p> <p>Shares new information learned or a new insight about the story</p> <p>Makes relevant connections to a variety of sources that help in understanding (ex – culture, other texts, experiences)</p> <p>Draws and writes to show understanding of the beginning, middle, and ending</p>
<p><b>Success Criteria for Proficient in Response to Reading:</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• retell, draw, or write about the plot in a logical order</li> <li>• retell, draw or write about the central idea maintaining logical order</li> <li>• share new information learned about the story</li> <li>• make relevant connections to a variety of sources</li> <li>• draw and write to show understanding</li> </ul>		

**Learning Progression for Competency 2: Plot and Theme in Literary Texts Read Aloud**

The student identifies and discusses characters and theme in literary texts read aloud.

Developing	Progressing	Proficient
<p>Retells <b>basic</b> plot elements of a story read aloud, possibly referring to the pictures</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Events (may not be most important events)</li> </ul> <p>Identifies the main character(s) of a story read aloud</p> <p>Identifies the main characters' actions of a story read aloud</p> <p>Identifies character's feelings, relying on pictures*</p> <p>May require prompting*</p>	<p>Retells <b>some</b> plot elements of a story read aloud, possibly referring to the pictures</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Main events</li> <li>• Problem</li> <li>• Resolution</li> </ul> <p>Identifies the main character's feelings</p> <p>And/or</p> <p>Infers a character's feelings from details throughout the story*</p> <p>May require prompting*</p>	<p>Retells <b>most</b> plot elements in a story read aloud, possibly referring to the pictures, including:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Main Events</li> <li>• Problem</li> <li>• Resolution</li> <li>• Theme*</li> </ul> <p>Uses academic vocabulary (setting, problem, resolution, theme, character)</p> <p>Describes the main character(s) and the characters' actions of a story read aloud</p> <p>Discusses the connections between characters actions and the main characters' feelings</p> <p>Infers the lesson learned</p> <ul style="list-style-type: none"> <li>• Notices and understands simple, concrete themes</li> <li>• Applies theme to their own life*</li> </ul> <p>Discusses why a character's feelings have changed, when applicable</p> <ul style="list-style-type: none"> <li>• Notice when a character changes or learns a lesson*</li> </ul> <p>May require prompting*</p>

**Success Criteria for Proficient in Characters and Theme in Literary Texts Read Aloud:**

**The student can:**

- retell most plot elements in a read aloud
- use academic vocabulary
- describe the main character and their actions
- discuss connections and feelings between characters
- infer lessons learned
- discuss character feelings and changes the characters go through

**Learning Progression for Competency 3: Central Idea and Details in Informational Read Aloud**

The student identifies and discusses the central idea and details in informational texts read aloud.

Developing	Progressing	Proficient
<p>Identifies information from the text:</p> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Detail</li> </ul> <p>Retells some information learned in the text</p> <p>May include irrelevant information</p>	<p>Retells important information from the text:</p> <ul style="list-style-type: none"> <li>• Central idea or topic</li> <li>• Supporting details</li> </ul> <p>Gains information from text features</p> <p>May add background knowledge on the topic that contributes to their understanding of the text</p> <p>May require prompting</p>	<p>Retells important information from the text:</p> <ul style="list-style-type: none"> <li>• Central idea or topic</li> <li>• Supporting details</li> </ul> <p>Uses text features purposefully – ex. Student uses the table of contents to find information about what an animal eats</p> <p>Adds background knowledge on the topic that contributes to their understanding of the text</p> <p>Uses academic vocabulary (topic, central idea, text feature, detail)</p> <p>Requires little/no adult assistance</p>

**Success Criteria for Proficient in Topics and Details in Informational Texts Read Aloud:**

**The student can:**

- retell important information from the text
- uses text features purposefully
- adds background knowledge on the topic
- uses academic vocabulary

**Learning Progression for Competency 4: Monitoring Beginning Reading**

The student uses concepts about print, monitors, and reflects on their thinking when independently reading and uses strategies to comprehend when meaning breaks down.

Developing	Progressing	Proficient
May or may not notice when something doesn't make sense	Notices when something doesn't make sense and attempts a strategy to make sense of their reading	Notices when something doesn't make sense and chooses a strategy that helps them make sense of their reading
<p><b>Success Criteria for Proficient in Monitoring Beginning Reading:</b></p> <p><b>The student can:</b></p> <p>First Quarter</p> <ul style="list-style-type: none"> <li>• cross check using more than one source to self-monitor and self-correct (visual information and pictures).</li> <li>• re-read sentence to problem solve, self-correct, or confirm.</li> <li>• use knowledge of a simple topic or the ways that stories work to self-monitor and self-correct (ex. book is about going to the park—this word might be swing because swings are at parks).</li> <li>• read without pointing except occasionally when encountering difficulty.</li> <li>• use recognition of high frequency words to self-monitor and self-correct.</li> </ul> <p>Second and Third Quarters</p> <ul style="list-style-type: none"> <li>• cross check one kind of information against another to self-monitor and self-correct (cross checking visual information and use pictures).</li> <li>• recognize a letter and uses meaning to self-monitor and self-correct.</li> <li>• use known words to self-correct.</li> <li>• use understanding of structure to self-monitor and self-correct (ex. notices and uses a structure such as repeating language in the book).</li> </ul> <p>Fourth Quarter</p> <ul style="list-style-type: none"> <li>• cross check using more than one source to self-monitor and self-correct (visual information and pictures).</li> <li>• re-read sentence to problem solve, self-correct, or confirm.</li> <li>• use knowledge of a simple topic or the ways that stories work to self-monitor and self-correct (Ex. Book is about going to the park—this word might be swing because swings are at parks).</li> </ul>		

**Learning Progression Competency 5: Phonological Awareness, Phonics, and Spelling**

The student identifies and manipulates sounds, identifies high frequency words, and uses what they know about letters and words to read and spell grade level words using sound-spelling patterns.

Developing	Progressing	Proficient
Understands and applies some concepts taught in phonics, spelling, and word study lessons with prompting.	Understands and applies all concepts taught in phonics, spelling, and word study lessons with prompting.	Understands and applies all concepts taught in phonics, spelling, and word study lessons.
<p><b>Success Criteria for Proficient in Phonological Awareness, Phonics, and Spelling:</b></p> <p><b>The student can:</b></p> <p>First Quarter</p> <ul style="list-style-type: none"> <li>• Locates the first and last letters of words in a continuous text</li> <li>• States all letters, their names, and the sounds they make</li> <li>• Reads and spells high frequency words with one, two, or three letters</li> <li>• Locates and reads high frequency words in a continuous text</li> <li>• Hears and generates rhyming words</li> <li>• Hears and says the same beginning sound in words</li> <li>• Manipulates sounds to make new words</li> </ul> <p>Second Quarter</p> <ul style="list-style-type: none"> <li>• Know the difference between consonants and vowels</li> <li>• Recognize beginning consonant sounds and the letters that represent them</li> <li>• Read and spell CVC pattern</li> <li>• Read and spell words with a VC pattern (it, am, ub, um, ot, etc. )</li> <li>• Hears and blends sounds in words</li> <li>• Uses known parts of words to read unknown words</li> </ul> <p>Third Quarter</p> <ul style="list-style-type: none"> <li>• Reads and Spells words with VC and VCe patterns</li> </ul>		



Developing	Progressing	Proficient
<ul style="list-style-type: none"> <li>• Reads and spells VCC patterns and VVC patterns</li> <li>• Reads and spells consonant clusters</li> <li>• Hears and identifies short vowel sounds</li> <li>• Hears and identifies long vowel sounds</li> </ul> <p>Fourth Quarter</p> <ul style="list-style-type: none"> <li>• Changes the ending sound or sounds to make a solve a new word</li> <li>• Contrasts short and long vowel sounds in words</li> <li>• Reads and spells consonant digraphs at the beginning of a word (photo, chop, whale)</li> <li>• Use letter sound relationships to spell unknown words</li> <li>• Change middle sound to make and solve a new word</li> <li>• Recognizes and uses synonyms</li> <li>• Reads and spells –s, -es, - ing, - ed endings</li> <li>• Understands the concept of a contraction</li> <li>• Understands the concept of a compound word</li> </ul>		