

APACHE JUNCTION UNIFIED SCHOOL DISTRICT

GRADE 1 READING STANDARDS

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

- Alphabetize a series of words to the first letter.
- Distinguish between uppercase and lowercase letters.
- Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).
- Identify the title, author, and table of contents of a book

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

- Generate a series of rhyming words, including consonant blends.
- Orally segment a multi-syllable word into its syllables.
- Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change *cow* to *how*, *pan* to *an*).
- Distinguish between initial, medial, and final sounds in single-syllable words.
- Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).
- Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.
- Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat).
- Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

- Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:
 - Single letters (consonants and vowels),
 - Consonant blends (e.g., bl, st, tr),
 - Consonant digraphs (e.g., th, sh, ck), and
 - Vowel digraphs and diphthongs (e.g., ea, ie, ee).
- Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.
- Use knowledge of base words to identify compound words.
- Read words with common spelling patterns (e.g., -ite, -ill, -ate).
- Recognize high frequency words and irregular sight words.
- Read common contractions fluently (e.g., I'm, I'll, can't).
- Use knowledge of word order (syntax) and context to confirm decoding.

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Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

- Recognize base words and their inflections (e.g., *look, looks, looked, looking*).
- Classify common words into conceptual categories (e.g., animals, foods, toys).
- Identify the words that comprise contractions (e.g., can't=can not, it's=it is, aren't=are not).
- Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).

Concept 5: Fluency

Read fluently.

- Consistently read grade-level text with at least 90 percent accuracy.
- Read aloud with fluency in a manner that sounds like natural speech.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

- Predict what might happen next in a reading selection.
- Relate information and events in a reading selection to life experiences and life experiences to the text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

- Identify the plot of a literary selection, heard or read.
- Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.
- Sequence a series of events in a literary selection, heard or read.
- Determine whether a literary selection, heard or read, is realistic or fantasy.
- Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

- Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.

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Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

- Identify the topic of expository text, heard or read.
- Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.
- Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

- Follow a set of written multi-step directions with picture cues to assist.
- Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order, with picture cues to assist.
- State the meaning of specific signs (e.g., traffic, safety, warning signs).