

Grade 1 Critical Skills – Reading and Viewing

Concepts about Print & Books	<ul style="list-style-type: none"> - Engage in reading like behaviour - Directionality of print (left to right, top to bottom, return sweep) - Distinct features of letters & words - Identify title, author and often illustrator - Oral words matched to printed words - Basic print conventions (e.g. spaces between words) - Sentence conventions (e.g. period, question mark, etc...)
Phonological Awareness	<p>Rhyming - repeat and produce rhyming words and patterns Alliteration - recognize, produce & compare initial sounds Blending & Segmenting</p> <ul style="list-style-type: none"> - 3 to 4 sounds into word (/m//a//n/=man, /s//t//o//p/=stop) - initial, medial, and final sounds in 1-syllable words - manipulate phonemes (substitute, delete, and add sounds) – e.g. substitute “n” in nap to “c”; take away “f” from flake; add “s” in front of mile - word families / onset-rimes (e.g. b-ack, s-top) - initial and final consonant digraphs (ch, sh, th, etc...) - some vowel digraphs (oo, ee, ea, ai, etc..) and diphthongs (ow, ou, oi, oy) - R- controlled vowels (ar, er, ir, ur, or, ore, our)
Decoding / Word Recognition	<p>Letter/Sound Association</p> <ul style="list-style-type: none"> - recognize and identify all letter names & sounds (may be more than one for each letter) <p>Decodes</p> <ul style="list-style-type: none"> - common word patterns (I saw the cat, I saw the bird) - word families (CVC, CVCe patterns) - uses strategies to recognize unknown words (Does it look right? Do you know another word that looks similar? Can you flip the sound?) <p>High Frequency Words</p> <ul style="list-style-type: none"> - recognize approx. 100 words by sight
Fluency	<ul style="list-style-type: none"> - Sustains 10-15 minutes independent reading - Sound – Letter association (all) / Letter identification (all) - Reads word patterns (I saw the cat, I saw the dog) - Reads words with common word parts (-ing, -ike, etc...) - 100 sight words - Reads grade level text with expression, a sense of phrasing (3 or more words at a time)
Vocabulary	<ul style="list-style-type: none"> - Uses conversational language & increasingly specific vocabulary - Uses common patterns to recognize new words (-all, -ame, -ice, -ate, -ight, -ing, -op) - Uses vocabulary to talk about reading and viewing (book author, title, illustrator, pictures, etc...)
Comprehension	<ul style="list-style-type: none"> - Uses before, during, after strategies to figure out and confirm meaning <ul style="list-style-type: none"> o Makes connections with a frame (text to self, text to text) o Predicts using illustrations, prior knowledge & text features o Asks and answers questions locating some details o Describes or sketches a mental image formed while reading text o Retells most key events or ideas in sequence / identifies basic story elements / makes basic inferences about characters and situations o Locates some details in response to questions or tasks