

Lake Washington School District
Teaching and Learning Framework

First Grade

Reading

Power Standards | June 2008

First Grade | Reading

EALR 1: The student understands and uses different skills and strategies to read.

Power Standards

Evidence of Learning

Understand and apply concepts of print.

Use directionality when reading independently.

Identify title page, table of contents, author, and illustrator of books.

Recognize that print represents spoken language.

Recognize the difference between words and sentences (e.g., know sentences start with capital letters and end with punctuation).

Identify a word and its beginning and ending letters.

Understand and apply phonological awareness and phonemic awareness.

Identify syllables in a word auditorially.

Identify and generate rhyme.

Segment and blend multi-syllabic words, including compound words.

Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word.

Segment and blend words orally containing three to five phonemes.

Generate words that begin or end with the same sound or different sounds.

Blend and segment onset and rime.

Apply understanding of phonics.

Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations).

Use onset and rime/word families to decode words in isolation and in context.

Decode words in isolation and in context following common vowel patterns.

Read compound words, contractions, and words with common inflectional endings in isolation and in context.

EALR 1 (continued)

Power Standards	Evidence of Learning
Apply <u>vocabulary strategies</u> in grade-level text.	Use <u>common inflectional endings</u> to understand the meaning of words: -s, -ed, -ing, -er, -est. Use strategies including context and re-reading to self-correct. Use <u>prior knowledge</u> , context, pictures, illustrations, and diagrams to <u>predict</u> and confirm word meaning with teacher guidance.
Know <u>common sight words</u> appropriate to grade level.	Read selected <u>sight words</u> with <u>automaticity</u> .
Apply <u>fluency</u> to enhance comprehension.	Read aloud familiar grade-level text with accuracy in a manner that sounds like natural speech. Read aloud unpracticed grade-level text at a <u>fluency</u> rate of 50–65+ words correct per minute.

EALR 2: The student understands the meaning of what is read.

Power Standards	Evidence of Learning
Understand how to use questioning when reading.	Ask and answer questions before, during, and after read aloud, instruction/practice time, and independent reading.
Understand how to use <u>prior knowledge</u> .	Make connections or identify similarities between self and text and text-to-text including text from a variety of cultures and communities, after read aloud and independent reading.

EALR 3: The student reads different materials for a variety of purposes.

Power Standards	Evidence of Learning
Understand how to read for information.	Read and explain labels and <u>environmental</u> print. Read and follow simple directions. Use cover and title page information, page numbers, and simple maps to perform a task.

EALR 4: The student sets goals and evaluates progress to improve reading.

Power Standards	Evidence of Learning
Understand how readers choose books.	Identify favorite books and share reasons for the choice with others. Self-select books at an <u>independent level</u> and an <u>instructional level</u> .