TENNESSEE/METRO NASHVILLE PUBLIC SCHOOLS ACADEMIC STANDARDS/READING - GRADE 1

Learning Expectations	Accomplishments	Teacher Performance Indicators	State Performance Indicators
1.1.01 Develop oral language.	• Show evidence of expanding oral language through vocabulary growth. • Implement rules for conversation (e.g., raise hands, take turns, focus attention on speaker). • Understand, follow and give oral directions. • Participate in group discussions. • Participate in creative responses to text (e.g., choral reading, discussion and drama). • Respond to questions from teacher and other group members. • Begin to narrate a personal story. • Dramatize or retell what has been learned, heard or experienced. • Use familiar texts for recitations.		
1.1.02 Develop listening skills.	• Listen attentively to speaker for specific information. • Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions). • Listen and respond to a variety of media (e.g., books, audio tapes, videos). • Recognize the difference between formal and informal languages. • Understand and follow simple, three step oral directions.		
1.1.03 Demonstrate knowledge of concepts of print.	• Understand that printed materials provide information. • Demonstrate directionality by reading left to right and top to bottom. • Track print when being read to aloud. • Read and explain own writings and drawings. • Identify parts of a book (e.g., title page, table of contents). • Recognize that groups of words make sentences. • Understand punctuation (e.g., period, question mark).		
1.1.04 Develop and maintain phonemic awareness.	• Recognize words that begin with the same sounds. • Recognize words that end with the same sounds. • Identify rhyming words. • Blend sounds together to form one-syllable words. • Segment one-syllable words into sounds. • Change targeted sounds to modify or change words. • Show awareness of syllables by clapping, counting or moving objects.		
1.1.05 Develop and use decoding strategies.	• Use knowledge of letter-sound correspondence knowledge and structural analysis to decode grade appropriate words. • Decode phonetically regular, one-syllable words. • Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs). • Apply long and short vowel rules when decoding. • Begin to decode unknown words automatically.		
1.1.06 Read to develop fluency, expression, accuracy and confidence.	• Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression. • Reflect punctuation of written text while reading orally. • Participate in guided, oral readings. • Demonstrate the automatic recognition of high frequency words. • Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes. • Read independently daily. • Recite familiar texts to develop fluency, expression, accuracy and confidence.		
1.1.07 Develop and extend reading vocabulary.	• Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts. • Build vocabulary through frequent read-alouds. • Participate in shared reading. • Manipulate word families, word walls, and word sorts. • Match oral words to written words. • Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues and structural analysis. • Add endings to base words (e.g., -s, -ed, -es, -ing). • Identify simple abbreviations.		

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1.1.08 Develop and use pre-reading strategies.	• Develop a purpose for listening/reading. • Participate in activities to build background knowledge to derive meaning from text. • Make predictions about text. • Use illustrations to preview text.		
1.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.	• Derive meaning while reading by o asking questions about text. o recognizing errors in reading as they occur and self-correct. o participating in discussions about text and relating to personal experiences. o creating graphic organizers (e.g., charts, lists). o predicting and adjusting outcomes during read-alouds. • Check for understanding after reading by o recalling three to four step sequence of events. o retelling stories in their own words using sequencing words (i.e. first, next, last). o drawing conclusions based on what has been read. o recognizing main idea in pictures, picture books and texts.		
1.1.10 Introduce informational skills to facilitate learning.	• Recognize the family and community as sources of information. • Recognize a variety of print items as sources of information (e.g. books, magazines, maps, charts, and graphs). • Recognize sources of information (e.g., books, maps, graphs, charts). • Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, web). • Visit libraries to use and view appropriate material.		
1.1.11 Develop skills to facilitate reading to learn in a variety of content areas.	• Begin to develop content specific vocabulary. • Use text features to locate information (e.g., maps, charts, illustrations and table of contents).		
1.1.12 Read independently for a variety of purposes. (At this level, the student will explore as an emergent reader.)	• Read for literary experience. • Read to gain information. • Read to perform a task. • Read for enjoyment. • Read to expand vocabulary. • Read to build fluency.		
1.1.13 Experience various literary and media genres.	• Read and view various literary (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres. • Explore non-fiction. • Identify characters, events, and settings in print and non-print text. • Recognize main character(s) in print and non-print text. • Determine whether a selection is real or fantasy. • Recognize rhyme in Mother Goose and other rhyming books. • Retell a story in correct sequence (e.g., using books, videos, films). • Determine the problem in a story and discover its solution through classroom discussion.		
1.1.14 Develop and maintain a motivation to read.	• Visit libraries/media centers and regularly check out materials. • Share storybooks, poems, newspapers, and environmental print. • Explore a wide variety of literature through read alouds, tapes, and independent reading. • Identify favorite stories, informational text, authors, and illustrators. • Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories). • Choose to read as a leisure activity.		