

**Groveport Madison Local School District**  
**First Grade Reading Content Standards**  
**Planning Sheets**

**Standard: Acquisition of Vocabulary**

1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
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<b>A. Use context clues to determine the meaning of new vocabulary.</b>			
1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.		✓	
<b>B. Read accurately high-frequency sight words.</b>			
4. Recognize common sight words.		✓	
<b>C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.</b>			
6. Predict the meaning of compound words by using knowledge of individual words (e.g., daydream, raindrop).			✓
7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).			✓
8. Read root words and their inflectional endings (e.g., walk, walked, walking).			✓
<b>D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.</b>			
2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).		✓	
3. Classify words into categories (e.g., colors, fruits, vegetables).		✓	
5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).			✓
<b>E. Use resources to determine the meanings and pronunciations of unknown words.</b>			
9. Determine the meaning of unknown words using a beginner's dictionary.			✓

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**Standard: Phonemic Awareness, Word Recognition and Fluency**

1st  
9 wks

2nd  
9 wks

3rd  
9wks

4th  
9 wks

<b>A. Use letter-sound correspondence knowledge and structural analysis to decode words.</b>				
1. Identify and distinguish between letters, words and sentences.	✓			
2. Identify and say the beginning and ending sounds in words.	✓			
3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long-and short-vowel patterns, and by matching sounds to the corresponding letters.			✓	
4. Decode by using letter-sound matches.			✓	
5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.			✓	
6. Blend two to four phonemes (sounds) into words			✓	
7. Add, delete or change sounds in a given word to create new or rhyming words.		✓		
<b>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.</b>				
8. Demonstrate a growing stock of sight words.		✓	✓	✓
9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.				✓
10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.				✓

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Standard: Reading Applications: Informational, Technical and  
Persuasive Text

**1st  
9 wks**

**2nd  
9 wks**

**3rd  
9wks**

**4th  
9 wks**

<b>A. Use text features and structures to organize content, draw conclusions and build text knowledge.</b>				
1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.				✓
<b>B. Ask clarifying questions concerning essential elements of informational text.</b>				
3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).			✓	
<b>C. Identify the central ideas and supporting details of informational text.</b>				
2. Identify the sequence of events in informational text.		✓		
4. Identify central ideas and supporting details of informational text with teacher assistance.			✓	
<b>D. Use visual aids as sources to gain additional information from text.</b>				
5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.			✓	
<b>E. Evaluate two-and three-step directions for proper sequencing and completeness.</b>				
5. Follow multiple-step directions.				✓

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Standard: Reading Applications: Literary Text

1st	2nd	3rd	4th
9 wks	9 wks	9wks	9 wks

<b>A. Compare and contrast plot across literary works.</b>				
1. Provide own interpretation of story, using information from the text.			✓	
3. Retell the beginning, middle and ending of a story, including its important events.		✓		
<b>B. Use supporting details to identify and describe main ideas, characters and setting.</b>				
2. Identify the characters, setting and events in a story.	✓			
<b>C. Recognize the defining characteristics and features of different types of literary forms and genres.</b>				
4. Identify differences between stories, poems and plays.		✓		
5. Recognize predictable patterns in stories and poems.				✓
<b>D. Explain how an author’s word choice and use of methods influences the reader.</b>				
<b>E. Identify the theme of a literary text.</b>				

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## First Grade Reading Content Standards Planning Sheets

**Standard: Reading Process: Concepts of Print, Comprehension Strategies, and Self-monitoring Strategies**

**1st  
9 wks**

**2nd  
9 wks**

**3rd  
9wks**

**4th  
9 wks**

<b>Standard: Reading Process: Concepts of Print, Comprehension Strategies, and Self-monitoring Strategies</b>	<b>1st 9 wks</b>	<b>2nd 9 wks</b>	<b>3rd 9wks</b>	<b>4th 9 wks</b>
<b>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.</b>				
1. Describe the role of authors and illustrators.	✓			
2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).				✓
3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.			✓	
<b>B. Make predictions from text clues and cite specific examples to support predictions.</b>				
4. Make predictions while reading and support predictions with information from the text or prior experience.				✓
<b>C. Draw conclusions from information in text.</b>				
6. Recall the important ideas in fictional and non-fictional texts.				✓
<b>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.</b>				
5. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.				✓
7. Create and use graphic organizers, such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.			✓	
<b>E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).</b>				
8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	✓	✓	✓	✓
<b>F. Apply and adjust self-monitoring strategies to assess understanding of text.</b>				
9. Monitor comprehension of independently – or group-read texts by asking and answering questions.			✓	
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).			✓	
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).				✓

