

# Reading

## GRADE 1

◆ **Reading in Grade 1 . . . 19**

Grade 1 Reading Materials . . . 22

Quick Scale . . . 23

Rating Scale . . . 24

Sample Task: *Reading Conference About Effie* . . . 26



# Reading in Grade 1

**D**uring Grade 1, students begin to see reading as both enjoyable and useful in a range of situations. They move from experiencing literature primarily through listening to being able to read simple stories on their own. They begin to develop and use reading skills that allow them to get things done—to follow instructions and to find out about topics that interest them. In developmental terms, by the end of Grade 1 most students have moved from emergent to early reading behaviours.

In Grade 1, students receive focused instruction in language arts so that they are able to make sense out of print. They learn to use phonics, language patterns, illustrations, and other text features, as well as their own sense of what sounds right and makes sense.

## MATERIALS

The following suggestions indicate the range of materials and level of challenge appropriate for students in Grade 1.

- ◆ simple stories (e.g., *Leo the Late Bloomer* by Robert Kraus, *Goodnight Moon* by Margaret Wise Brown, *Rosie's Walk* by Pat Hutchins, *Effie* by Beverly Allinson, *The Grouchy Ladybug* by Eric Carle, *Seven Blind Mice* by Ed Young, *If You Give a Mouse a Cookie* by Laura Numeroff, *Squirrels* by Brian Wildsmith, *Swimmy* by Leo Lionni. See the Educational Resource Acquisition Consortium website at [www.bcerac.ca/](http://www.bcerac.ca/) and the Ministry of Education website at [www.bced.gov.bc.ca/irp\\_resources/1r/resources/res\\_main.htm](http://www.bced.gov.bc.ca/irp_resources/1r/resources/res_main.htm)
- ◆ poems featuring repetition, strong rhythm, and rhyme (e.g., *A Giraffe and a Half* by Shel Silverstein)
- ◆ information with strong support from illustrations
- ◆ information in the context of a story (e.g., *Sara by the Seashore* by Helen East)

## TYPES OF TASKS

In Grade 1, students explore a variety of ways of understanding and responding to material they read. They are frequently asked to:

- ◆ retell a selection orally and respond to questions in a conference
- ◆ share their ideas about a story in a small group

- ◆ make and label illustrations of something that happened in a story or something they learned
- ◆ illustrate and write about the beginning, middle, and end of a story
- ◆ write one or more sentences telling what a selection was about
- ◆ after shared reading, follow written instructions to complete a simple task
- ◆ role-play or dramatize story events and characters
- ◆ write and illustrate their own ideas, following the model of a selection they have read

### **COLLECTING EVIDENCE**

In Grade 1, teachers collect evidence of student development through assessment activities such as:

- ◆ listening to students read and observing the strategies they use (often taking a running record or recording miscues)
- ◆ listening to students retell and answer questions
- ◆ observing students as they role-play and dramatize story events
- ◆ analyzing students' writing, illustrations, and other forms of representation
- ◆ considering students' responses as they write or talk about how their experiences are like or unlike those they read about
- ◆ noting the connections students make as they share their opinions and preferences about the selections they read

## **Prescribed Learning Outcomes**

The BC performance standards for Grade 1 reading reflect the following prescribed learning outcomes from Grade 1 of the English Language Arts K to 7 Integrated Resource Package. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

### **PURPOSES (READING & VIEWING)**

It is expected that students will:

- ◆ read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems) [B1]
- ◆ read and demonstrate comprehension of grade-appropriate information texts [B2]

### **STRATEGIES (READING & VIEWING)**

It is expected that students will:

- ◆ use strategies before reading and viewing [B5]
- ◆ use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning [B6]
- ◆ use strategies after reading and viewing to confirm and extend meaning [B7]

### **THINKING (READING & VIEWING)**

It is expected that students will:

- ◆ respond to selections they read or view [B8]
- ◆ read and view to improve and expand knowledge [B9]

### **FEATURES (READING & VIEWING)**

It is expected that students will:

- ◆ recognize and derive meaning from the structures and features of texts [B11] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

## Grade 1 Reading Materials

*This chart describes the general characteristics of reading materials suitable for most students in March-April of Grade 1.*

### LANGUAGE

- language is simple and repetitive
- relies primarily on high-frequency words, including contractions, position or direction words, and descriptive words for shape, size, and colour
- new words are relatively easy to decode and understand
- stories may include some “story language”
- information may include specialized vocabulary that is supported by context and illustrations
- poetry often includes repetition, rhyme, rhythm, and words with interesting sounds
- variety of sentence patterns
- often has refrains, rhyming lines, or repeated phrases; may be cumulative
- frequently includes simple dialogue
- no change in verb tense
- informational materials usually repeat a pattern

### IDEAS AND ORGANIZATION

- generally concrete and close to students’ experiences
- stories may be imaginative
- stories may move from one time and place to another (but generally not more than two settings)
- story characters behave in predictable ways, but there are often opportunities for students to make simple inferences about why a character does something or how a character feels
- sequence is clear and predictable; stories are usually sequenced using time order
- often includes humour
- informational materials deal with one simple idea per page, often in the form of a caption for an illustration

### GRAPHICS

- illustrations support the written text
- in stories, most information comes from the words
- an increasing proportion of space is given to written text
- in informational materials, a large amount of information is conveyed through illustrations

### FORMAT

- standard word spacing
- primarily linear text
- may include speech balloons or thought balloons
- placement of text on page may vary (e.g., from top to bottom)
- typically one to three sentences per page (three to five lines for stories; one to two lines for information)
- sentences may continue into a second line
- a new sentence may begin mid-line
- may use boldface or italics for emphasis in places
- pages include a large amount of white space

## Quick Scale: Grade 1 Reading

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	<i>The student may engage in reading-like behaviour, but relies on an adult or peer to read stories or other selections.</i>	<i>The student reads short, simple illustrated selections (see chart on page 18), with some support; may be able to reread familiar selections independently.</i>	<i>The student reads short, simple illustrated selections (see chart on page 18); rereads familiar selections independently.</i>	<i>The student reads a variety of short, simple materials independently; often chooses to read; needs little support.</i>
<b>STRATEGIES</b> <ul style="list-style-type: none"> <li>• phonics</li> <li>• predict and confirm meaning</li> <li>• letter and word recognition</li> <li>• print conventions</li> </ul>	<ul style="list-style-type: none"> <li>• often seeks support</li> <li>• may identify most letters; beginning to match initial consonant sounds and letters in familiar words</li> <li>• knows how books work (e.g., front-to-back sequence, left-to-right print)</li> <li>• beginning to match printed words with words read orally</li> <li>• recognizes that books tell stories</li> </ul>	<ul style="list-style-type: none"> <li>• often hesitant with new selections</li> <li>• identifies all letters; tries to use phonics to sound-out words</li> <li>• uses illustrations and prior knowledge to predict and confirm meaning if prompted</li> <li>• recognizes some common sight words (e.g., <i>in, on, the, at</i>)</li> <li>• knows some basic print conventions (e.g., question marks)</li> </ul>	<ul style="list-style-type: none"> <li>• usually confident; uses various strategies to figure out meaning</li> <li>• uses phonics to sound-out new words</li> <li>• uses illustrations and prior knowledge to predict and confirm meaning</li> <li>• recognizes many common sight words (e.g., <i>family, they</i>)</li> <li>• uses basic print conventions (e.g., question marks) to support meaning</li> </ul>	<ul style="list-style-type: none"> <li>• increasingly confident and self-reliant</li> <li>• uses phonics and word families to identify new words</li> <li>• uses prior knowledge and various clues to predict and confirm meaning</li> <li>• recognizes an increasing number of sight words</li> <li>• uses print conventions effectively</li> </ul>
<b>COMPREHENSION</b> <ul style="list-style-type: none"> <li>• predict</li> <li>• retell</li> <li>• locate details</li> <li>• make inferences</li> </ul>	<ul style="list-style-type: none"> <li>• predictions are often guesses</li> <li>• may use picture clues to retell some events</li> <li>• uses illustrations to provide details</li> <li>• after supported rereading, identifies some characters and events</li> </ul>	<ul style="list-style-type: none"> <li>• makes reasonable predictions when prompted</li> <li>• retells some key events or ideas; identifies main characters</li> <li>• locates some details; may need clues or support</li> <li>• focuses on literal meaning</li> </ul>	<ul style="list-style-type: none"> <li>• predicts story events</li> <li>• retells most key events or ideas in sequence; identifies main characters</li> <li>• locates some specific, relevant details</li> <li>• makes simple inferences about characters</li> </ul>	<ul style="list-style-type: none"> <li>• predicts story events; shows some insight</li> <li>• completely retells a selection</li> <li>• independently locates specific, relevant details</li> <li>• makes inferences about characters; may be able to identify the message in a story</li> </ul>
<b>RESPONSE</b> <ul style="list-style-type: none"> <li>• personal connections</li> <li>• opinions</li> </ul>	<ul style="list-style-type: none"> <li>• has difficulty making personal connections</li> <li>• expresses like or dislike for a story</li> </ul>	<ul style="list-style-type: none"> <li>• can make a simple connection to self after teacher-led discussion</li> <li>• expresses like or dislike for a story and tries to tell why</li> </ul>	<ul style="list-style-type: none"> <li>• can compare a story to own experiences if given a simple frame to complete</li> <li>• expresses like or dislike for a story; can give a reason</li> </ul>	<ul style="list-style-type: none"> <li>• makes obvious connections to own experiences or to other selections</li> <li>• offers simple opinions; gives some reasons</li> </ul>

## Rating Scale: Grade 1 Reading

Student achievement in reading by March-April of Grade 1 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<b>SNAPSHOT</b>	<i>The student may engage in reading-like behaviour, but relies on an adult or peer to read stories or other selections.</i>	<i>The student reads short, simple illustrated selections (see the chart on page 18), with some support. The student may be able to reread familiar selections independently.</i>
<b>STRATEGIES</b> <ul style="list-style-type: none"> <li>• phonics</li> <li>• predict and confirm meaning</li> <li>• letter and word recognition</li> <li>• print conventions</li> </ul>	<ul style="list-style-type: none"> <li>• often seeks support, even when able to complete a task</li> <li>• may identify most letters; beginning to match initial consonant sounds and letters in familiar words (e.g., names of family members)</li> <li>• shows awareness of how books work (e.g., front-to-back sequence, left-to-right print)</li> <li>• beginning to match the printed word with the word read orally (one-to-one matching)</li> <li>• recognizes that books tell stories; may memorize simple selections after repeated readings</li> </ul>	<ul style="list-style-type: none"> <li>• often hesitant about new selections or tasks; needs support and encouragement</li> <li>• identifies all letters; tries to use phonics to sound-out words; often waits to be given the word or strategy</li> <li>• if prompted, uses illustrations and prior knowledge to predict and confirm meaning</li> <li>• recognizes some common sight words (e.g., <i>in, on, the, at</i>)</li> <li>• shows awareness of some basic print conventions (e.g., exclamation marks, commas, question marks)</li> </ul>
<b>COMPREHENSION</b> <ul style="list-style-type: none"> <li>• predict</li> <li>• retell</li> <li>• locate details</li> <li>• make inferences</li> </ul>	<ul style="list-style-type: none"> <li>• if asked to predict, often guesses rather than makes reasonable predictions</li> <li>• may use picture clues to retell some story events</li> <li>• uses illustrations to identify the topic of an information selection</li> <li>• may use illustrations to provide details about a story or topic</li> <li>• may identify main characters and events after repeated readings</li> </ul>	<ul style="list-style-type: none"> <li>• predicts events when prompted; predictions are generally reasonable</li> <li>• retells some key events and identifies main characters in a story</li> <li>• recounts some simple, basic information from an information selection</li> <li>• locates some specific details or facts in response to questions or tasks; may need some cues or support</li> <li>• strongly focused on literal meaning; may have difficulty making inferences about characters' intentions or feelings</li> </ul>
<b>RESPONSE</b> <ul style="list-style-type: none"> <li>• personal connections</li> <li>• opinions</li> </ul>	<ul style="list-style-type: none"> <li>• has difficulty making personal connections to a story</li> <li>• tells whether or not she or he likes a selection (even if unable to read it), but does not give reasons</li> </ul>	<ul style="list-style-type: none"> <li>• after a teacher-led discussion, can tell one way story events or characters are like own experiences</li> <li>• tells whether he or she likes or dislikes a selection; may have difficulty explaining why</li> </ul>



Fully Meets Expectations	Exceeds Expectations
<p><i>The student reads short, simple illustrated selections (see the chart on page 18) independently; is also able to reread familiar selections.</i></p>	<p><i>The student reads a variety of short, simple materials independently. The student often chooses to read; needs little support.</i></p>
<ul style="list-style-type: none"> <li>• approaches most reading activities confidently; reads for meaning</li> <li>• uses phonics to sound-out new words</li> <li>• uses illustrations, context clues, and prior knowledge to predict and confirm meaning</li> <li>• recognizes many common sight words (e.g., <i>family, they, have</i>)</li> <li>• recognizes and uses basic print conventions to support meaning (e.g., exclamation marks, question marks)</li> </ul>	<ul style="list-style-type: none"> <li>• increasingly confident, self-reliant, and purposeful</li> <li>• uses phonics and word families to identify new words</li> <li>• uses illustrations, meaning of text, context clues, and prior knowledge to predict and confirm meaning</li> <li>• recognizes an increasing number of sight words</li> <li>• effectively uses punctuation and other print cues to support reading (e.g., exclamation marks, question marks, captions)</li> </ul>
<ul style="list-style-type: none"> <li>• predicts story events</li> <li>• retells most key story events in sequence; identifies main characters</li> <li>• recounts main ideas and key information from an information selection; may include some details</li> <li>• locates some specific, relevant details in response to questions or tasks; may need some clues or support</li> <li>• makes inferences to describe characters' intentions or feelings</li> </ul>	<ul style="list-style-type: none"> <li>• predicts story events; shows some insight</li> <li>• provides a complete and detailed retelling of a story</li> <li>• recounts detailed information from an information selection</li> <li>• independently locates specific, relevant details in response to questions or tasks</li> <li>• makes inferences about characters' intentions or feelings; may be able to identify the message in a story</li> </ul>
<ul style="list-style-type: none"> <li>• can tell how story events or characters are the same or different from their own experiences if given a simple pattern or frame to complete</li> <li>• tells whether he or she likes or dislikes a selection and can give a reason</li> </ul>	<ul style="list-style-type: none"> <li>• can tell how story events or characters relate to their own experiences or to other selections they have read; focuses on concrete, obvious features</li> <li>• offers simple opinions about an information selection or story characters and events; can provide some supporting reasons</li> </ul>

## Sample Task: Reading Conference About Effie

### CONTEXT

Students in this class developed their reading skills through a variety of literacy activities. These included:

- ◆ daily shared reading of big books, poems, and chants
- ◆ listening to language-rich literature and discussing the characters, the problem, and possible solutions
- ◆ guided reading in small groups in which students received focused instruction on the use of several strategies and cueing systems
- ◆ reading stories independently
- ◆ working together to complete story grammar outlines that identify the setting; beginning, middle, and end; characters; and problem
- ◆ writing or drawing in their Reading Response Journals to retell a story or give their opinions and feelings about events or characters

The teacher helped students choose books for independent reading according to the principle of “the right book for the right student at the right time”—matching the student’s level of reading with her or his prior experiences and knowledge.

Before all reading activities (independent, shared, and guided), the teacher provided prereading activities, usually based on the students’ own experiences and language. These activities accessed prior knowledge and helped children make personal connections. They also helped to build concepts, vocabulary, and deeper understandings of the themes in the stories.

### PROCESS

The teacher asked students to think about friends. The class discussed and recorded on a class chart:

- ◆ qualities they value in friends
- ◆ how it might feel to not have any friends
- ◆ how it might feel to move or go to a new school and have to make new friends

Students then worked with partners to make lists of all the strategies they could use to meet new friends. Some students volunteered to role-play their favourite strategies for the class.

The teacher introduced the story *Effie*, by Beverly Allinson, by showing students an illustration from the story and asking them to predict what difficulties Effie may be having in making friends. The teacher set the purpose for reading by asking students to find out what Effie's problem was and to think about some strategies to help her. Students independently read the story. The teacher then conferenced with individual students to assess their abilities to:

- ◆ apply the strategies and approaches they had been taught in guided reading
- ◆ understand the main idea of the story
- ◆ identify the problem
- ◆ provide possible solutions and options
- ◆ describe characters' feelings

## NOT YET WITHIN EXPECTATIONS

### NOTE:

The samples of Grade 1 student work in reading present the teacher’s observation notes and assessment, rather than samples of written student work.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Aspect/Questions	Teacher’s Observations	Teacher’s Assessment (Criteria From Rating Scale)
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>nervous about the task, seeks help and confirmation</li> <li>reads haltingly, word by word</li> <li>uses finger to match the words read with the printed word; makes one-to-one correspondence</li> <li>identifies beginning letters and beginning consonant sounds</li> <li>guesses at words based on the first letter</li> <li>does not recognize common sight words (e.g., <i>she, can, the, of</i>)</li> <li>misses lines of text</li> <li>substitutes words that are usually in keeping with the meaning although based on prereading discussions</li> <li>reads the repeated dialogue correctly and with expression (memorized it)</li> <li>loses her place; needed to track and cue her back to the print</li> <li>not able to complete the reading</li> </ul>	<ul style="list-style-type: none"> <li>relies on the teacher to read the story</li> <li>often seeks support</li> <li>beginning to match initial consonant sounds and letters in familiar words</li> <li>recognized events (the dialogue phrase) after repeated readings</li> </ul>
<b>COMPREHENSION</b> 1. Tell me about the problem in the story. 2. How did Effie try to solve the problem? 3. Describe some of Effie’s feelings in the story. 4. What advice or suggestions might you give Effie so she can make friends?	<ul style="list-style-type: none"> <li>identifies the problem at a very basic level</li> <li>relies on the pictures to retell the events</li> <li>inaccurately retells how Effie solved the problem</li> <li>only able to identify the feeling of being happy (does not see the range of emotions in the story)</li> <li>able to provide advice to Effie: “It’s good to use your voice to save everyone, but not good to be loud when people want to talk to you.”</li> </ul>	<ul style="list-style-type: none"> <li>often guesses rather than makes reasonable predictions</li> <li>uses picture clues to retell some story events</li> <li>uses illustrations to provide details about a story</li> <li>strongly focused on literal meaning; has difficulty making inferences about characters’ intentions or feelings</li> </ul>
<b>RESPONSE</b> Would you recommend this book?	<ul style="list-style-type: none"> <li>recommends the story, but gives reasons unrelated to the story and theme</li> </ul>	<ul style="list-style-type: none"> <li>tells whether or not she likes a selection, but does not give reasons</li> </ul>

## MEETS EXPECTATIONS (MINIMAL LEVEL)

**NOTE:**

The samples of Grade 1 student work in reading present the teacher’s observation notes and assessment, rather than samples of written student work.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Aspect/Questions	Teacher’s Observations	Teacher’s Assessment (Criteria From Rating Scale)
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>• reading is slow and tentative</li> <li>• looks for confirmation and encouragement</li> <li>• skips words he doesn’t know, looks to see if that is okay</li> <li>• most substitutions make sense within the context of the story, although may slightly change the meaning</li> <li>• tends to guess at the word based on the initial letter</li> <li>• sounds-out words in chunks when prompted</li> <li>• reads correctly common sight words (e.g., <i>the, of, can, she, is</i>)</li> <li>• needs support to apply strategies (What might you do? Sound it out? Skip it? Reread?); then able to choose the appropriate strategy</li> <li>• occasionally rereads if it didn’t seem to make sense</li> <li>• pays attention to the punctuation marks (exclamation marks and question marks) and reads accordingly</li> <li>• completes the reading</li> </ul>	<ul style="list-style-type: none"> <li>• needs support</li> <li>• tries to use phonics to sound-out simple words; often waits to be given the word or strategy</li> <li>• if prompted, uses illustrations and prior knowledge to predict and confirm meaning</li> <li>• recognizes some common sight words</li> <li>• shows awareness of some basic print conventions</li> </ul>
<b>COMPREHENSION</b> 1. Tell me about the problem in the story. 2. How did Effie try to solve the problem? 3. Describe some of Effie’s feelings in the story. 4. What advice or suggestions might you give Effie so she can make friends?	<ul style="list-style-type: none"> <li>• retells key events and identifies the problem</li> <li>• uses the illustrations to show the details of how Effie tried to solve her problem</li> <li>• identifies happiness as the character’s only feeling</li> <li>• unable to provide any advice for Effie</li> </ul>	<ul style="list-style-type: none"> <li>• retells some key events and identifies main characters in a story</li> <li>• locates some specific details</li> <li>• strongly focused on literal meaning; has difficulty making inferences about characters’ feelings</li> </ul>
<b>RESPONSE</b> Would you recommend this book?	<ul style="list-style-type: none"> <li>• says he likes the illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• tells whether he likes or dislikes a selection</li> </ul>

## FULLY MEETS EXPECTATIONS

**NOTE:**

The samples of Grade 1 student work in reading present the teacher’s observation notes and assessment, rather than samples of written student work.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Aspect/Questions	Teacher’s Observations	Teacher’s Assessment (Criteria From Rating Scale)
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>reading is generally fluent, with expression added appropriately</li> <li>sounds-out words in chunks (e.g., <i>dis-a-ppoint-ed</i>)</li> <li>checks beginning blends (e.g., <i>gl</i>) when beginning to sound-out the word</li> <li>checks picture clues when reading</li> <li>substitutions are within the meaning of the text</li> <li>tries to decode word; if unsuccessful, continues to read</li> <li>uses finger to cue to print only when confused or lost</li> <li>reads dialogue as a conversation</li> <li>rereads the sentence when an incorrect word is read to check for sense</li> </ul>	<ul style="list-style-type: none"> <li>approaches the activity confidently; reads for meaning</li> <li>uses phonics to sound-out new words</li> <li>uses illustrations, context clues, and prior knowledge to predict and confirm meaning</li> <li>recognizes many common sight words</li> <li>recognizes and uses basic print conventions to support meaning</li> </ul>
<b>COMPREHENSION</b> 1. Tell me about the problem in the story. 2. How did Effie try to solve the problem? 3. Describe some of Effie’s feelings in the story. 4. What advice or suggestions might you give Effie so she can make friends?	<ul style="list-style-type: none"> <li>clarifies the problem with details from the story</li> <li>locates specific information from story on how the problem was solved</li> <li>identifies a range of emotions that Effie felt in different situations</li> <li>provides advice for Effie</li> </ul>	<ul style="list-style-type: none"> <li>retells most key story events in sequence</li> <li>locates some specific, relevant details in response to questions</li> <li>makes inferences to describe characters’ intentions or feelings</li> </ul>
<b>RESPONSE</b> Would you recommend this book?	<ul style="list-style-type: none"> <li>says that he likes the story and gives a simple reason</li> </ul>	<ul style="list-style-type: none"> <li>tells whether he likes or dislikes a selection and can give a reason</li> </ul>

## EXCEEDS EXPECTATIONS

### NOTE:

The samples of Grade 1 student work in reading present the teacher’s observation notes and assessment, rather than samples of written student work.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Aspect/Questions	Teacher’s Observations	Teacher’s Assessment (Criteria From Rating Scale)
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>• reading is fluent, and expression enhances the reading</li> <li>• skips the word and continues to read, especially if figuring it out would disrupt the flow of reading</li> <li>• checks for meaning and rereads a sentence if it doesn’t make sense</li> <li>• pays attention to the conventions and text features, such as quotation marks and bold type, and reads it as indicated</li> <li>• checks the beginning of words and sounds-out words in chunks</li> <li>• substitutions make syntactical and semantic sense</li> <li>• uses finger only to cue herself to the print</li> </ul>	<ul style="list-style-type: none"> <li>• self-reliant</li> <li>• uses phonics and word families to identify new words</li> <li>• uses illustrations, meaning of text, context clues, and prior knowledge to predict and confirm meaning</li> <li>• recognizes an increasing number of sight words</li> </ul>
<b>COMPREHENSION</b> 1. Tell me about the problem in the story. 2. How did Effie try to solve the problem? 3. Describe some of Effie’s feelings in the story. 4. What advice or suggestions might you give Effie so she can make friends?	<ul style="list-style-type: none"> <li>• clearly identifies the problem and provides an interesting example from the story</li> <li>• lists the events and provides details about how the problem was solved</li> <li>• identifies the range of emotions the character had during each story event</li> <li>• gives many suggestions and reasonable advice to help Effie; shows she understands the message of the story</li> </ul>	<ul style="list-style-type: none"> <li>• shows some insight</li> <li>• provides a complete and detailed retelling of a story</li> <li>• independently locates specific, relevant details in response to questions</li> <li>• makes inferences about characters’ intentions; able to identify the message in a story</li> </ul>
<b>RESPONSE</b> Would you recommend this book?	<ul style="list-style-type: none"> <li>• provides a reason for liking the story: “I like the ending, when she made some friends.”</li> </ul>	<ul style="list-style-type: none"> <li>• offers simple opinions about story characters and events; can provide some supporting reasons</li> </ul>

