

Reading Assessment in Grade One

| Category  | Reading Benchmark  | What it Looks Like   | How it Can be Monitored  |
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| <p>Personal Perceptions, Attitudes, and Interests</p> | <p>Explores own and others' ideas and concepts</p> <p>Chooses appropriate text and begins to explain preferences</p> <p>Begins to recognize differences in forms and genres</p> <p>Chooses to read with and for others</p> <p>Collaborates with a peer and chooses to participate in a variety of partnerships and groups</p> <p>Talks about personal connections with texts from various cultures</p> <p>Asks for help and chooses to help others</p> | <p>- talks about what s/he thinks about texts, listens to others' ideas ("I think Franklin's going to be sad when they don't win"; "Why do you like Curious George best?")</p> <p>- can pick out "just right" books (ones that can be read independently)</p> <p>- can identify preferences for genres or authors</p> <p>- can state why s/he prefers certain authors or kinds of books</p> <p>- can identify some characteristics of genre ("That's a fairy tale – it starts 'Once upon a time...'; "That's an information book. It tells facts.")</p> <p>- reads during "free choice" time, centre time, DEAR time, indoor recess, etc.</p> <p>- chooses to look in text to find answers to questions</p> <p>- reads individually (silent reading or to another), with a partner (buddy reading or choosing to read a text together), or in a small group (research, big book, reading around the room)</p> <p>- makes connections to texts from other places ("The boy in the story makes tracks in the snow just like we do!"; "The coyote is this story is a trickster, just like raven is in our stories"; "The cat Chato is like the fox in <i>The Fox and the Bear!</i>")</p> <p>- student asks for assistance (in reading a word, finding a book, figuring out "what's going on") from other students</p> | <p>- anecdotal observations</p> <p>- monitoring reading log (and comparing to guided reading levels)</p> <p>- conferencing about book choice</p> <p>- inventories</p> <p>- anecdotal observations, student reading logs</p> <p>- conferencing, journal</p> <p>- anecdotal observations</p> |
| <p>Comprehension</p>                                  | <p>Makes and talks about connections between self and prior and new experiences</p> <p>Begins to ask questions to satisfy curiosity and information needs, to explore opinions and concepts, and to clarify and revise new understandings</p>  | <p>- recognizes prior knowledge (schema) for familiar topics (camping, fishing, traveling, playing hockey, playing out, etc.) and can verbalize connections to text ("I go camping in the bush with my family." "I like to play hockey, too.", "Jeiwa and me are best friends, just like Franklin and Bear.")</p> <p>- begins to make predictions about actions or events ("The fox is going to step on the rake and it will hit him.", "The python is going to eat ALL the animals!")</p> <p>- explores text and asks questions about pictures, labels, captions, etc. ("What's that?" "Why is the boat sinking?" "Can pythons really do that?")</p> <p>- discusses what has been read aloud or listened to in a listening centre ("Why was Franklin scared of the dark? I'm not scared of the dark." "Why doesn't the fox get hurt when all those things hit</p>   | <p>- anecdotal observations, conferencing, guided reading group observation</p> <p>- anecdotal observations, conferencing, text responses, small group discussions</p>   |

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|   | <p>Uses title, sequence, sentence patterns, illustrations, and other text cues to construct and confirm meaning</p> <p>Asks questions and makes comments to anticipate the meaning in text</p> <p>Retells ideas and information in sequence</p> <p>Begins to deliberately use specific comprehension strategies, with guidance</p> | <p>him?" "Do you think Clifford is really that big?")</p> <ul style="list-style-type: none"> <li>- makes predictions about the book based on the title and pictures</li> <li>- uses repeating sentence patterns (as in <u>Brown Bear, Brown Bear</u> or <u>Where's Spot</u>) to help understand the text</li> <li>- follows sequence of events through pictures (such as in <u>The Greedy Python</u>, <u>Goodnight, The Jigaree</u>, or <u>Sleepy Bear</u>)</li> </ul> <ul style="list-style-type: none"> <li>- pays attention to clues in the text that could help determine meaning; asks questions when meaning isn't clear ("At first I thought the gruffalo was real, but then I figured out the mouse was just making up a story to keep the other animals away"; "I kept watching the pictures and then I figured out the fox was trying to catch Rosie")</li> </ul> <ul style="list-style-type: none"> <li>- retells a story in order (3 – 6 events, including characters, setting, problem, and resolution); may need some prompting such as "...and then?" or "What else happened?" or "How did the story end?"</li> <li>- retells 3 – 6 key ideas from an informational text</li> </ul> <ul style="list-style-type: none"> <li>- after mini-lessons and guided practice, can make connections, ask questions, visualize, and make predictions about text, with prompting ("I'm afraid of the dark, just like Franklin. My mom gave me a night light"; "I wish I could sail away on a boat like Max when I have time-out!")</li> </ul> | <ul style="list-style-type: none"> <li>- conferencing, small group discussions, individual or partner reading observations, observations during guided reading groups</li> <li>- conferencing, guided reading group, anecdotal observations</li> <li>- conferencing, sequencing of pictures, drawing a simple story map or picture recording of information, small group brainstorming</li> <li>- guided reading, mini-lessons</li> </ul> |
| <p>Processing Words and Other Text Features</p> | <p>Identifies beginning, ending, and some medial sounds, in context</p> <p>Reads familiar, basic sight, and high frequency words in context</p> <p>Reads familiar text</p>   | <ul style="list-style-type: none"> <li>- produces appropriate consonant sounds for beginning and end of word, when attempting to decode an unknown word in the context of a piece of text</li> <li>- attempts medial vowel sounds (usually short vowels) or a medial consonant sound in a longer word</li> </ul> <ul style="list-style-type: none"> <li>- reads words like "the", "is", "I", "can", "today", "like", "mom", "a" and other words frequently used in shared reading and writing</li> <li>- reads words like classmates' names, colour words, days of the week, subjects, and other words used regularly in the classroom and displayed in print (labels, calendars, word walls, name charts, morning message, poems, chants, favourite books, etc.)</li> <li>- reads words connected to current themes ("berries", "moose", "caribou", "snow", "boat", etc.) that are displayed around the room</li> </ul> <ul style="list-style-type: none"> <li>- reads around the room</li> <li>- reads familiar big books</li> <li>- reads "song books" and "poem books" (compiled booklets of</li> </ul>  | <ul style="list-style-type: none"> <li>- anecdotal observations during 1:1 reading, guided reading, shared reading, group reading</li> <li>- miscue analysis of running record</li> <li>- anecdotal observations during 1:1 reading, guided reading, shared reading, group reading</li> <li>- miscue analysis of running record</li> <li>- anecdotal observations, conferencing, home reading log</li> </ul>                              |

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|                                      | <p>Talks about and uses new vocabulary</p> <p>Begins to identify simple text elements and techniques used to emphasize text</p>   | <p>songs and poems learned in class)</p> <ul style="list-style-type: none"> <li>- uses new vocabulary from text in discussions and conversations (“I’m feel kind of <i>grouchy</i> today.” “I wonder if that’s a <i>python</i>.” “That was a <i>terrible</i> noise!”)</li> <li>- notices changes in font type and size (“It’s written in big letters cause we’re supposed to say it really loud!” “That slanty print means it’s important” “When it’s big and black like that it means it’s a new word.”)</li> </ul>  | <ul style="list-style-type: none"> <li>- anecdotal observations, small group discussions, student writing and dictation</li> <li>- anecdotal observations, conferencing, small group discussions, inventories, student writing</li> </ul>   |
| Fluency                              | <p>Reads familiar and predictable text with fluency</p> <p>Begins to attend to end punctuation, capitalization, and word boundaries when reading</p>  | <ul style="list-style-type: none"> <li>- reads familiar text (material that has been read or listened to before) at appropriate rate, with 95% accuracy, and with expression and appropriate phrasing</li> <li>- reads grade level text at appropriate rate, with 90% accuracy, and with expression and appropriate phrasing (30 – 60 words correct per minute)</li> <li>- pauses at the end of sentences</li> <li>- raised inflection at the end of questions</li> <li>- reads individual words (not “wunzaponnatime”), but at an appropriate rate to make the text flow properly</li> <li>- notices capitalized names and places</li> </ul>   | <ul style="list-style-type: none"> <li>-running record (timed reading), anecdotal observations (expression and phrasing)</li> <li>-running record (timed reading), anecdotal observations (expression and phrasing)</li> <li>- running record, guided reading groups, anecdotal observations</li> </ul>       |
| Metacognition and Reading Strategies | <p>Talks about connections between forms of expression, purpose, and audience</p> <p>Recognizes what is real and imaginary in a variety of text</p> <p>Reflects on learning experiences</p> | <ul style="list-style-type: none"> <li>- begins to talk about what kinds of texts contain what kind of ideas or information (“I want to find out about puppies cause my dog is having some. I need an information book.” “I want to listen to a funny story. Is there a book by Robert Munsch?” “This book has no pictures. It’s for grown-ups.”)</li> <li>- knows the difference between stories that could be real and ones that likely couldn’t be (“<u>Finding Nemo</u> is imaginary because fish can’t talk” “<u>Shrek</u> is like a fairy tale – it’s not a real story.” “This books shows photographs of a moose eating. They must be real.”)</li> <li>- can sort theme books and other text into “real” and “imaginary”</li> <li>- can explain what strategies s/he used to decode words or to understand text (“The story was a bit hard to read, but I kept looking at the pictures to help me”, “I got stuck on this word so I asked James.” “This book was too hard for me. I think I need to find an easier one.”)</li> <li>- can describe how certain learning occurred (“This word “sand” has “and” in it” “First I thought it said “terrifying” but then I looked at the picture and decided it said “Tyrannosaurus”.” “ From the cover,</li> </ul> | <ul style="list-style-type: none"> <li>- anecdotal observations, conferencing</li> <li>- anecdotal observations, conferencing, sorting tasks, small group discussions, content area reading and activities</li> <li>- anecdotal observations, conferencing, journals or reading logs, sharing time</li> </ul> |

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|  | <p>Identifies personal behaviours that contribute to success</p> <p>Begins to talk about author's voice, with guidance</p> <p>Evaluates the usefulness of information, with guidance</p> | <p>I thought this book was about dinosaurs, but when I read it, I learned it was about things that are really big.")</p> <p>- can talk about what helps him learn or complete a task ("I like to read with a partner so we can help each other with the parts we don't get." "I need it to be quiet when I read." "When I read to myself I understand, but I get all confused when I have to read out loud.")</p> <p>- with teacher support, can start to identify how certain writers can be identified by the way they write ("Robert Munsch always writes funny stories" "We think this is an Eric Carle book – he has these kinds of pictures." "This story teaches a lesson, just like Franklin books.")</p> <p>- can tell if the information answers the question ("We wanted to find out about what moose eat. This book doesn't say what they eat, just that they eat in ponds." "This says dogs usually have their puppies in a dark, quiet place. I have to help my dog find a place like that.")</p> | <p>- conferencing, inventories</p> <p>- mini-lesson discussions, anecdotal observations, guided reading groups</p> <p>- guided research activities, shared writing, KWL chart activities</p> |
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