Grade 1 Fall and Spring	Emergent	Beginning	Developing	Well-developed
Determining Importance Fall & Spring	•uses picture clues to retell some parts, provide details and recall events; •details derived from picture clues only; uses pictures to identify ideas •knows how books work (i.e.: recognizes that books tell stories, L to R, tracking, front to back for fiction)	•with support, uses pictures and text to retell some key ideas; provides a few accurate details; uses illustrations and prior knowledge to predict and confirm meaning if prompted •adds details with support; identifies the topic; may require support to recall details •knows basic print conventions (i.e.: question mark)	• uses pictures and text to retell most key events or ideas in sequence; explanation has some detail; uses illustrations and prior knowledge to predict and confirm meaning •explains some specific, relevant details accurately; identifies most main ideas • uses basic print conventions (i.e.: font size for expression, punctuation) to support meaning	•independently and carefully retells a selection using picture clues and text; shares relevant details; uses prior knowledge and various clues to predict and confirm meaning •explains several specific, relevant ideas; completely restates most or all main ideas; retells many details •uses print conventions effectively
Making connections Fall & Spring (oral questions; may show in picture and writing)	•unable to make connections to other information and experiences; little prior knowledge to draw on; has difficulty making personal connections	•with prompting, makes simple, concrete connections to other information and experiences; can make a simple connection to self after teacher-led discussion	•makes some concrete connections to other information and experiences when asked; can compare a story to own experiences if given a simple frame to complete	• makes several connections to other information and experiences, often spontaneously; makes obvious connections to own experiences or to other selections
Inferring Fall & Spring (may reveal at any time orally or in written or drawn response)	•misinterprets literal information	•makes an inferences; focuses on literal meaning; support with prompting	•makes simple inferences	•makes insightful inferences; may be able to identify the message in a story
Predicting Fall & Spring (may reveal at any time orally or in writing)	•unable to offer predictions or illogical; often guesses	•offers basic reasonable predictions (with prompting)	•offers a prediction that makes sense	•offers logical or insightful predictions
Questioning Fall & Spring	•does not ask questions unless prompted or supported	•asks basic questions	•asks questions stemming from curiosity	•brimming with thoughtful, self- motivating questions
Fluency Fall & Spring (during conference)	•reads pictures rather than words; •needs intensive support; seeks support	•reads slowly, using initial consonants and pictures; hesitates •looks for support with new selections	•confident in most oral reading activities once sentence frame is established •with prompting makes sure selection makes sense	•reads sight works and decodes new vocabulary with confidence; increasingly confident and self-reliant •self corrects for meaning
Word Strategies & Decoding Strategies Fall & Spring (during conference)	•limited perseverance on new or unfamiliar words •may identify most letters; beginning to match initial consonant sounds and letters in familiar words •beginning to match printed words with words read orally	•uses strategies if prompted •identifies all letters; tries to use phonics to sounds out words •recognizes some common sight words (in, on, the, at)	•uses various strategies to figure out words •uses phonics to sound out new words •recognizes many common sight words (family, they)	•independently figures out unfamiliar words •uses phonics and words families to identify new words •recognizes an increasing number of sight words
Making Meaning Strategies (metacognition/awareness of reading thinking) Fall & Spring (during conference)	• limited understanding; may be unable to identify problems or self-correct •may attempt to recall or guess rather than reread for details	• demonstrates understanding; recognizes problems; has difficulty adjusting strategies •rereads to find details; may be inefficient or inaccurate	•checks for understanding; adjusts strategies •rereads and skims for details	•evaluates own understanding •rereads and skims for details; efficient
Text Features & Reading Engagement Fall & Spring (oral responses)	•does not use text features to make sense of article •expresses like or dislike of text	• requires prompts and teacher/peer support to make use of text features • expresses like or dislike of text and tries to tell why	• uses text features to make sense of article; may need prompting for details •expresses like or dislike; can give a reason	•identifies and uses text features to make sense of article •expresses like or dislike of text; gives some reasons

•Collated by Jodee Sayle and Sandra Huggett (SD 57, June 2012) from the work of SD 71 and Quick Scale: Grade 1 Reading