

Standard: **RL.1.1** Ask and answer questions about key details in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can ask questions about key details in a text. I can answer all who, what, when, where or why questions about a text. 	<ul style="list-style-type: none"> How does asking/answering questions help me understand what I read? 	text, key details, question, understand, answer, connections

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can ask and answer questions and make connections beyond the text.	I can ask and answer who, what, when, where, and why questions about the text.	I can ask questions OR answer who, what, when, where, and why questions.	With support, I can ask OR answer who, what, when, where, and why questions.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Close Reading in Elementary Schools By: Fisher & Frey \(article\)](#)
[Retell Wheel](#)
[Retell Ring](#)
[Question Quest](#)
[Question Creation](#)
[Strategy Success](#)

[QAR: Question Answer Response](#)
[Text Dependent Questions](#)
[Close Reading](#)
[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can retell stories, including key details and demonstrate understanding of the central message. 	<ul style="list-style-type: none"> How does asking and answering questions about a text, using key details, help me understand the central message? 	central message, main idea, retell (recount), key details, inferences, connections, demonstrate

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can retell grade appropriate stories including key details and demonstrate understanding of the central message, and make inferences and connections beyond the text.	I can retell grade appropriate stories including key details and demonstrate understanding of the central message.	I can retell grade appropriate stories including key details OR demonstrate understanding of the central message.	With support I can retell grade appropriate stories including key details OR demonstrate understanding of the central message.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Retell Wheel](#)
- [Retell Ring](#)
- [Question Quest](#)
- [Story Element Web](#)

- [Retell a Story](#)
- [Student Center Activities](#)
- LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.1.3** - Describe characters, settings, and major events in a story.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can describe the characters, setting, and major events. 	<ul style="list-style-type: none"> Why is it important to use key details to describe the characters, setting and major events in a story? 	describe, characters, setting, major events/plot, connections, inferences

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can describe the characters, setting, and major events of a text using key details and make inferences and connections beyond the text.	I can describe the characters, setting, and major events of a text using key details.	I can recognize OR recall the characters, setting, and/or major events of the text using key details.	With support, I can describe the characters, setting, and major events of a text using key details.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Picture The Character](#)
[Story Grammar Yammer](#)
[Story Element Web](#)
[Retell-A-Story](#)
[Characters](#)

[Setting](#)
[Check-A-Trait](#)
[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.1.4** Identify words and **phrases** in stories or poems that suggest **feelings** or appeal to the **senses**.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can identify words and phrases in a story or poem that tell how something looks, sounds, tastes, smells, or feels. I can tell how words and phrases in a story or poem make me feel. 	<ul style="list-style-type: none"> How do words or phrases in a text suggest feelings or appeal to my senses? 	phrases, senses, feelings/emotions, opinions, looks, tastes, sounds, smells, feels, identify, appeal

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can describe how words and phrases in stories or poems make me feel and appeal to my senses, as well as, make inferences and connections beyond the text.	I can describe how words and phrases in stories or poems make me feel or appeal to my senses.	I can describe how words and phrases in stories or poems make me feel OR appeal to my senses.	With support, I can describe how words and phrases in stories or poems make me feel OR appeal to my senses.	Even with help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Hyperboles](#)
- [Five Senses Poems](#)
- [Bear of a Poem](#)
- [Student Center Activities](#)
- LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.1.5** - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a **range** of text types.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can tell which books are fiction and nonfiction. 	<ul style="list-style-type: none"> How are fiction and nonfiction texts different? 	fiction, nonfiction, range, compares, contrasts, genre

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can identify major differences between fiction and nonfiction text, and independently compare and contrast various types of text.	I can identify major differences between fiction and nonfiction text.	I can identify characteristics of fiction OR nonfiction text.	With support, I can identify characteristics of fiction OR nonfiction text.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Fiction and Nonfiction Sort](#)
[Fiction and Nonfiction Review](#)
[Classifying Texts](#)
[Fiction](#)
[Nonfiction](#)

[Distinguishing Fiction and Nonfiction](#)
[Student Center Activities](#)
[LLI Prompting Guide](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.1.6** - Identify who is telling the story at various points in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can identify who is telling the story. 	<ul style="list-style-type: none"> How do I use the text to identify who is telling the story at various points? 	narrator/who is telling the story, first person, second person, third person

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can identify who is telling the story at various points of a text, and give details that support the central message.	I can identify who is telling the story at various points of a text.	I can identify who is telling the story at one point in the text.	With support, I can identify who is telling the story at one point in the text.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Pronouns and Nouns](#)
- [Substituting Nouns](#)
- [Seeing Multiple Perspectives](#)
- [Cowboys and Castles](#)
- [Student Center Activities](#)
- LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.1.7** - Use illustrations and details in a story to describe its characters, setting, or events.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can retell a story using the illustrations and words. 	<ul style="list-style-type: none"> How do the illustrations and details help describe the key ideas? 	key ideas (characters, setting and events), retell, illustrations

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can use illustrations and details to describe the key ideas of the story, and put the details in order of effectiveness to help me understand the main idea.	I can use illustrations and details to describe the key ideas of the story.	I can use illustrations OR details to describe the key ideas of the story.	With support, I can use illustrations OR details to describe the key ideas of the story.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Sentence-Picture Match](#)
- [Picture Cube](#)
- [Retelling in order](#)
- [Story Elements](#)
- [Sequence Clue Words](#)

- [Main Idea using Title](#)
- [Student Center Activities](#)
- LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.1.9** - Compare and contrast the adventures and experiences of characters in stories.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can compare and contrast stories. 	<ul style="list-style-type: none"> How do you use the text to compare and contrast stories? 	compare, contrast, adventures, experiences

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can compare and contrast the adventures and experiences of characters between multiple stories.	I can compare and contrast the adventures and experiences of characters between two stories.	I can compare OR contrast the adventures and experiences of characters between stories.	With support, I can compare OR contrast the adventures and experiences of characters between stories.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Hoop-A-Story Venn Diagram](#)
- [Compare-A-Character](#)
- [Compare-A-Story](#)
- [Compare and Contrast Character to Self](#)
- [Compare and Contrast Characters](#)
- [Student Center Activities](#)
- LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.1.10** - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can read and listen to prose and poems. 	<ul style="list-style-type: none"> How do poems and prose teach me about a variety of topics and cultures? 	prose, poetry, cultures

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read stories or poems at the first grade level or beyond.	With support or prompting, I can read stories or poems at the first grade level.	With support, I can read stories and poems that are one level below first grade level.	With support, I can read stories and poems that are two levels below first grade level.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[A Bear of a Poem](#)
[Oral Reading Fluency Passages](#)
[Reader's Theater Scripts and Plays](#)
[Fluency practice](#)
[Poetry4kids](#)

[Nuclear Reading Intervention](#)
[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.1.1** - Ask and answer questions about key details in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can ask questions about key details in a text. I can answer questions about key details in a text. 	<ul style="list-style-type: none"> How does asking/answering questions help me understand what I read? 	text, , key details, question, understand, answer, connections, informational text

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can ask AND answer questions about key details in informational text AND make connections across the text.	I can ask AND answer questions about key details in informational text.	I can ask OR answer questions about key details in informational text.	With support I can ask OR answer questions about key details in informational text.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Close Reading Evidence](#)
[Evidence Based Terms](#)
[Using Textual Evidence](#)
[Close Reading Strategies](#)
[Become a Better Reader article](#)
[K-W-L](#)

[Classic Classifying](#)
[Reading the Research](#)
[Read and Ask](#)
[Book: 10 Things I Can Do to Help My World](#)
[Student Center Activities](#)
[LLI Prompting Guide](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.1.2** Identify the main topic and retell key details of a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can identify the main topic and retell (recount) key details of a text. 	<ul style="list-style-type: none"> Why do I need to find the main topic of informational text? How am I able to retell key details of a text? 	identify, main topic/idea, key details, retell (recount)

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can identify the main topic, retell key details, AND make connections across the text in the retelling.	I can identify the main topic AND retell key details of informational text.	I can identify the main topic OR retell key details of informational text.	With support, I can identify the main topic OR retell key details of informational text.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Main Idea Lesson](#)
[Main Idea Text Message](#)
[Main Idea Activity](#)
[Main Idea Bag](#)
[Main Idea Poster](#)
[Main Idea Lesson Plans for grades K - 4](#)
[Expository Fact Strip](#)
[Just the Facts](#)

[Expository Text Wheel](#)
[Keys to the Main Idea](#)
[Book: 10 Things I Can Do to Help My World](#)
[Book: Jump! From the Life of Michael Jordan](#)
[Book: Mama](#)
[Book: Owen & Mzee](#)
[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can make a connection to individuals, events, ideas AND pieces of informational text. 	<ul style="list-style-type: none"> How is _____ connected to _____? 	explain, related, connection, individuals, events, key idea

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can identify AND make a connection to individuals, events, ideas, pieces of informational text across the text.	I can make a connection to individuals, events, ideas AND pieces of informational text.	I can make a connection to individuals, events, ideas, OR pieces of informational text.	With support_I can make a connection to individuals, events, ideas, OR pieces of informational text.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Reading is the History Classroom Article](#)
[Kid History](#)
[Timeline Flap Book](#)
[Cause and Effect Roll](#)
[Cause and Effect Organizer](#)
[Cause and Effect Match](#)
[Cause and Effect Lessons K-4](#)
[Book: A Picture Book of Martin Luther King Jr. Lesson Plan](#)

[Book: The First Egg Lesson Plan](#)
[Book: From Acorn to Oak Tree Lesson Plan](#)
[Book: Jump! From the Life of Michael Jordan Lesson Plan](#)
[Book: Mama Lesson Plan](#)
[Book: Monarch Butterfly Lesson Plan](#)
[Book: Owen & Mzee Lesson Plan](#)
[Book: Sea Turtles Lesson Plan](#)
[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can ask questions about the text to understand the meaning of words. I can answer questions using the text. 	<ul style="list-style-type: none"> How does the picture/diagram/caption help me understand the text? How do I use the text to define words I don't know? 	heading, captions, diagram, define

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I infer, make connections, ask questions AND accurately answer questions about unknown words across the text.	I ask questions AND accurately answer questions about unknown words of informational text.	I ask questions OR accurately answer questions about unknown words of informational text.	With support, I ask questions OR accurately answer questions about unknown words of informational text.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Vocabulary Graphic Organizer](#)
[Using Context Clues](#)
[Reading Repair](#)
[Show-U-Know](#)
[Vocabulary in Context Lesson Plans K-4](#)
[Book: Weather Words Lesson Plan](#)

[Word Wall for Content](#)
[Article: Interactive Word Walls](#)
[Frayer Model for Vocabulary](#)
[Frayer Model](#)
[Student Center Activities](#)
[LLI Prompting Guide](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can use parts of the text to find information. 	<ul style="list-style-type: none"> What are the text features that help you locate key facts in this text? How can I use text features to help me understand information in the text? 	text features, headings, captions, glossary, table of contents, index, diagrams, electronic menus (toolbar), icons

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can identify AND use key facts to explain the information found in the text.	I can identify and locate key facts/information, AND give examples of text features.	I can identify and locate key facts/information, OR give examples of text features.	With support I can identify and locate key facts/information, OR give examples of text features.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

<p>Text Features Lesson Planet Text Features Text Feature Lesson Plan Text Feature Treasure Hunt Using Text Features Book Look Finding Nonfiction Features</p>	<p>Parts of a Book Title, Author, and Illustrator</p> <p>Sample Text with Lessons Book: Cats Lesson Plan Book: Pond Animals Lesson Plan Book: Sharks! Lesson Plan</p>	<p>Supplemental Resources Student Center Activities LLI Prompting Guide</p>
---	---	--

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can get information from what I read. I can get information from pictures and illustrations. 	<ul style="list-style-type: none"> What evidence in the text can you find that supports what you've read? How does the picture/illustration help you understand the text? What can you infer _____? 	illustrations/pictures, infer, identify, evidence, explain, support

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I use pictures, illustrations, AND text to connect to other informational text.	I use pictures, illustrations, AND text to understand what I read.	I can use pictures, illustrations OR text to understand what I read.	With support, I can use pictures, illustrations OR pictures to understand what I read.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Point of View Point of View Activities Point of View Starters Organizing My Opinion	Supplemental Resources Student Center Activities LLI Prompting Guide	Author and Illustrator Author: Seymour Simon Author: Gail Gibbons We are All Authors Lesson Plan Fact and Opinion Lessons Plans K-4 Explicit Information Lesson Plans K-4
---	---	---

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.1.7** Use the illustrations and details in a text to describe its key ideas.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can use illustrations/pictures and details to help understand the key ideas in the text. 	<ul style="list-style-type: none"> How does the picture/diagram/caption help you understand the text? What are the key ideas in the text? 	illustration, key idea, picture, diagram, caption

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can use illustrations and details from the text to describe key ideas AND connect the key ideas to world experiences.	I can use illustrations AND details from the text to describe key ideas.	I can use illustrations OR details from the text to describe key ideas.	With support, I can use illustrations OR details from the text to describe key ideas.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Text Feature Power Point](#)
[Parts of Informational Text](#)
[File Folder Information Organizer](#)
[Book Look](#)
[Finding Nonfiction Features](#)
[Explicit Information Lesson Plans K-4](#)
[Fact and Opinion Lessons Plans K-4](#)

[Text Feature Lesson Activities](#)
[ABC Of Text Features Book](#)
[Introducing Non-Fiction vs Fiction](#)
[Text Features and Read Non-Fiction](#)
[Nonfiction Text Features](#)
[Nonfiction Unit](#)
[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.1.8** Identify the reasons an author gives to support points in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can identify the important ideas within the text. 	<ul style="list-style-type: none"> How does the author support the important ideas of the text? 	supporting details, important/main idea, key details

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can identify the important/main idea and supporting details in the text AND connect them to world experiences.	I can identify the important/main idea AND give the supporting details in the text.	I can identify the important/main idea OR give the supporting details in the text.	With support, I can identify the important/main idea OR give the supporting details in the text.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Context Clues in Non-Fiction](#)
[Cause and Effect](#)
[Sequencing Printables](#)
[Tomie dePaola](#)
For other ideas refer back to: RI.2, RI.3,
[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).		
I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can compare and contrast two texts on the same topic. 	<ul style="list-style-type: none"> How is _____ connected to _____? 	compare, contrast, topic, connection, illustrations, descriptions, procedures

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can compare/contrast two texts on the same topic AND connect the similarities and differences to world experiences.	I can compare/contrast two texts on the same topic by telling how they are alike AND different.	I can compare/contrast two texts on the same topic by telling how they are alike OR different.	With support, I can compare/contrast two texts on the same topic by telling how they are alike OR different.	Even with support, I still have trouble.

Intervention/Enrichment	
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.	
Compare and Contrast Mini Lessons Comparing 3 Little Pigs Comparing and Contrasting Blog Compare and Contrast Compare and Contrast Lessons for K-4	Compare and Contrast Information Book: Sea Turtles For more information refer back to RI 3 Student Center Activities LLI Prompting Guide
Please see the Intervention Appendix for additional high quality resources.	



Standard: **RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can read informational text with support. 	<ul style="list-style-type: none"> How does reading grade level true text get me ready to read more difficult text? 	grade level, identify, sight words

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read informational text at the first grade level.	With support or prompting, I can read informational text at the first grade level.	I can read informational text that is below first grade level.	With support, I can read informational text that is below first grade level.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Reading That Sticks 7 Comprehension Strategies Comprehension Strategies for Non-Fiction Increasing Student Reading Comprehension with Non-Fiction Article 3 Comprehension Strategies for Non-Fiction Guided Reading for Non-Fiction Guided Reading and Non-Fiction Books	Fountas and Pinnell Leveled Book Website Common Core Appendix A Lexile Level Chart For this standard, there are several activities listed on the following link: Student Center Activities LLI Prompting Guide
--	---

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.1a** Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can use basic print features to help me read. I can point to a capital letter, punctuation, and the first word in a sentence/story. 	<ul style="list-style-type: none"> How do features of print help me understand what I read? 	capital letter, punctuation, print features

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can recognize that a sentence begins with a capital letter, a sentence ends with a punctuation mark, a complete sentence AND read fluently.	I can recognize that a sentence begins with a capital letter, a sentence ends with a punctuation mark, AND a complete sentence.	I can recognize that a sentence begins with a capital letter OR a sentence ends with a punctuation mark OR a complete sentence.	With support, I can recognize that a sentence begins with a capital letter OR a sentence ends with a punctuation mark OR a complete sentence.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Concepts of Print Interventions](#)
[Interventions K Concepts of Print](#)
[Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.2a** Demonstrate understanding of spoken words, syllables, and sounds. Distinguish long from short vowel sounds in spoken single-syllable words.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can hear the difference between long and short vowel sounds. 	<ul style="list-style-type: none"> What are the sounds you hear in a word? 	syllable, sound, short vowel, long vowel

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can identify and hear the difference between short and long vowel sounds in single- AND multi-syllable words.	I can hear the difference between long and short vowel sounds AND identify short and long vowel sounds in single syllable words.	I can hear the difference between long and short vowel sounds OR identify short and long vowel sounds in single syllable words.	With support, I can hear the difference between long and short vowel sounds OR identify short and long vowel sounds in single syllable words.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Joplin Reading Interventions](#)
- [Strategy-Sound Elkonin Boxes](#)
- [Who's My Match?](#)
- [mrsjonesroom learning letter sounds](#)
- [Teaching-short-vowel-sounds-with-video](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.2b** Demonstrate understanding of spoken words, syllables, and sounds. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can blend sounds, including consonant blends, to make single-syllable words. 	<ul style="list-style-type: none"> How does being able to blend sounds improve my independent reading? 	blend, consonant blends, single syllable

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can blend sounds, including consonant blends to make single syllable AND multi-syllable words.	I can blend sounds, including consonant blends to make single syllable words	I can blend individual sounds to make single-syllable words.	With support, I can blend sounds to make single syllable words.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Student Center Activities](#)
- [Break and Make](#)
- [Phoneme Split and Say](#)
- [What's My Word](#)
- [Picture Slide](#)
- [Treasure Chest](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.2c** Demonstrate understanding of spoken words, syllables, and sounds. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can identify and say beginning, middle, and ending sounds. I can divide single-syllable words into individual sounds. 	<ul style="list-style-type: none"> How does dividing words into individual sounds improve my reading? 	identify, beginning sound, middle sound, ending sound, single-syllable word

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can identify and say the beginning, middle, and ending sounds in single- AND multi-syllable words.	I can identify and say the beginning, middle, and ending sounds in words.	With support, I can identify and say the beginning, middle, and ending sounds in spoken single-syllable words.	I can identify and say one or two of the sounds in single-syllable words.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Letter-Sound Mobile](#)
- [Letter Sound Bingo](#)
- [Photo Chart](#)
- [Words Around Us Memory Game](#)
- [Phoneme Hopscotch](#)
- [Make It, Find It, Keep It](#)

- [Sound Bags](#)
- [See It, Sound It](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.2d** Demonstrate understanding of spoken words, syllables, and sounds. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can separate one-syllable words into individual sounds (phonemes). 	<ul style="list-style-type: none"> How does separating words into individual sounds help me to be a better reader? 	one-syllable, phonemes (sounds)

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can sound out multi-syllable words by blending letter sounds in the correct sequence.	I can sound out single syllable words by blending letter sounds in the correct sequence.	With support, I can sound out single syllable words by blending letter sounds in the correct sequence.	I can make some sounds in single syllable words.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Phoneme Challenge](#)
[Break and Make](#)
[Say and Slide Phonemes](#)
[Phoneme Photo's](#)
[Phoneme Closed Sort](#)

[Phoneme Feud](#)
[Sound Spin](#)
[Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.3a** - Know and apply grade level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can recognize common digraphs (e.g. sh, ph, wh, ch, and th). I can make the sounds of common digraphs. 	<ul style="list-style-type: none"> How does knowing spelling patterns improve my independent reading? 	digraphs, decode

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can identify and make all letter sounds and digraphs.	I can recognize and make the sounds of digraphs.	I can recognize OR make the sound of digraphs.	With support, I can recognize OR make the sound of digraphs.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Digraph Delight](#)
- [Digraph-a-Word](#)
- [Piece It Together](#)
- [Digraph and Diphong Dash](#)
- [How Many Words](#)
- [Fishing for Vowel Diagrams- 2nd grade](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.3b** Know and apply grade level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can sound out one-syllable words. 	<ul style="list-style-type: none"> How does sounding out one-syllable words help me to become a better reader? 	one-syllable words, decode*

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can sound out one-syllable and multi-syllable words.	I can sound out one syllable words.	With support, I can sound out one syllable words.	I can make some sounds in single syllable words.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[A Digraph a Word](#)
[Word Swat](#)
[Word Roll-a-Rama](#)
[Three-In-One](#)
[Change-a-Word](#)
[Vowel Stars](#)
[Speedy Rime Words](#)

[Word Steps](#)
[Spell and Sort- 2nd grade](#)
[Pick-a-Part- 2nd grade](#)
[Instructional Interventions for the Struggling Reader](#)
[Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.3c** - Know and apply grade level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can decode words that end with silent e. I can decode words with vowel teams. 	<ul style="list-style-type: none"> How does understanding long vowel rules help me read? 	silent e, vowel teams

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can use my understanding of silent e and vowel teams to help me spell unknown words.	I can decode words that use silent e and vowel teams.	I can decode words that use silent e OR vowel teams.	With support, I can decode words that use silent e OR vowel teams.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Canned Sort](#)
[Silent "e" changes](#)
[Vowel Slide](#)
[Flip Manipulating Book](#)
[Fishing for Vowel Digraphs](#)
[Vowel Digraph Baseball](#)

[Instructional Interventions for the Struggling Reader](#)
[Syllable Cut-ups- 2nd grade](#)
[Syllable Scoops- 2nd grade](#)
[Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.3d** - Know and apply grade level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can separate words into syllables. 	<ul style="list-style-type: none"> How does understanding syllables help improve my reading? 	syllable, decode, consonant, vowel

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can use my understanding of how syllables work to decode words.	I can recognize that all syllables have a vowel sound and determine the number of syllables in a word.	I can recognize that all syllables have a vowel sound OR determine the number of syllables in a word.	With support, I can recognize that all syllables have a vowel sound OR determine the number of syllables in a word.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Syllable Closed Sort](#)
[Word Syllable Game](#)
[Map and Swoop](#)
[Flip Manipulating Books](#)
[Say and Write Letters](#)

[Word Construction- 2nd grade](#)
[Prefix/Suffix Hunt- 2nd grade](#)
[Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.3e** - Know and apply grade level phonics and word analysis skills in decoding words. **Decode two-syllable words following basic patterns by breaking the words into syllables.**

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can sound out two-syllable words. 	<ul style="list-style-type: none"> How does understanding syllables help improve my reading? 	two-syllable words

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can sound out multi-syllable words.	I can sound out two-syllable words by breaking them into syllables.	I can sound out some two-syllable words such as compound words.	With support, I can sound out some two-syllable words such as compound words.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Syllable Scoops](#)
- [Syllable Snake](#)
- [Syllable Cut-Ups](#)
- [Map and Swoop](#)
- [Syllable Trivia](#)
- [Instructional Interventions for Struggling Readers](#)
- [Quick Words- 2nd grade](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.3f** - Know and apply grade level phonics and word analysis skills in decoding words. Read words with inflectional endings.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can read words with (inflectional) endings. 	<ul style="list-style-type: none"> How does the word change when (inflectional) endings are added to words? 	(inflectional) endings *suffixes

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can apply inflectional endings when responding orally.	I can identify and read words with inflectional endings .	I can identify OR read words with inflectional endings .	With help, I can identify OR read words with inflectional endings .	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Inflection Toss](#)
- [Break Apart](#)
- [Covering the Bases](#)
- [Parting Words](#)
- [Word Construction](#)
- [Word Speed Practice- 2nd grade](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.3g** - Know and apply grade level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can read first grade words that don't follow the rules. 	<ul style="list-style-type: none"> How does recognizing irregularly spelled words improve my reading? 	irregularly spelled words

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read AND recognize irregularly spelled words beyond the first grade level.	I can read AND recognize first grade irregularly spelled words.	I can read OR recognize first grade irregularly spelled words.	With help, I can read OR recognize first grade irregularly spelled words.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Sandpaper Words](#)
- [Word Checkers](#)
- [Word Fishing](#)
- [Word Baseball](#)
- [Word Memory](#)
- [Word Bowling](#)

- [I Read, You Point](#)
- [Word Climb](#)
- [Speedy Phrases](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.4a** Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can read grade-level text with purpose and understanding. 	<ul style="list-style-type: none"> Why did you or the teacher choose this text? What did you learn from the story or the text? 	purpose, understanding, fluency, accuracy

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read beyond grade level text with purpose and understanding.	I can read first-grade text with purpose and understanding.	I can read first-grade text with purpose OR understanding.	With support, I can read first-grade text with purpose OR understanding.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Reading Comprehension Passages](#)
- [Superteacher comprehension](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.4b** Read with sufficient accuracy and fluency to support comprehension. Read grade-level text orally with accuracy, appropriate rate, and expression.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can read accurately I can read with fluency I can read with expression 	<ul style="list-style-type: none"> How does reading accurately help me to understand the text? How does reading fluently help me to understand the text? How does using expression help me to understand the text? 	accuracy, fluency, expression

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read text beyond first-grade level with accuracy, fluency, and expression.	I can read first-grade text with accuracy, fluency, and expression.	I can read first-grade text using two of the following: <ul style="list-style-type: none"> accuracy fluency expression 	I can read first-grade text using only one of the following: <ul style="list-style-type: none"> accuracy fluency expression 	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Reading Decodable Text](#)
[Partner Reading](#)
[Chunk-King](#)
[Phrase Progression](#)
[Two to Read](#)

[Play It Up!](#)
[Listen To Me](#)
[Mrs. Stinson's First Grade Reading Fluency](#)
[Word Chunk- 2nd grade](#)
[Fluency Progression- 2nd grade](#)
[Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.1.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can self-correct when I read. I can use context clues to improve my understanding. 	<ul style="list-style-type: none"> How do context clues help me self correct misread and misunderstood words? 	context clues, self correct, misunderstood words, misread words

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read beyond established goals and transfer, apply and expand self-correction skills.	I can recognize when I need to self-correct misread words and misunderstood words by rereading or using context clues.	I can usually recognize when I need to self-correct misunderstood and misread words by rereading or using context clues.	With support, I can self-correct misread words and misunderstood words by rereading or using context clues.	Even with support, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Instructional Interventions for the Struggling Reader](#)
[Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.

TRUMBULL COUNTY
EDUCATIONAL SERVICE CENTER

