**READ ACT**

**FIRST GRADE Minimum Reading Competency Skills**

The Minimum Reading Competency Skills, identified in section 5.00 of the [Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (READ Act)](https://www.cde.state.co.us/coloradoliteracy/1-ccr-301-92_clean-final), are skills from the [Colorado Academic Standards](https://www.cde.state.co.us/coreadingwriting/reading-writing-and-communicating-academic-standards). These Minimum Reading Competency Skills serve as a guide for the minimum reading skills necessary for first grade students to achieve by the end of the year to be on track for acquiring basic grade level reading skills.

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| ***By the end of first grade, the student will be able to:*** | State Board of Education Rules | Colorado Academic Standards |
| **PHONEMIC AWARENESS** |  |  |
| * Orally produce single-syllable words by blending sounds, including blends. | 5.02(A)(1) | RWC20-GR.1-S.2-GLE.3-EO.b.ii |
| * Segment spoken single-syllable words into their complete sequence of individual sounds. | 5.02(A)(2) | RWC20-GR.1-S.2-GLE.3-EO.b.iv |
| * Distinguish long from short vowel sounds in spoken single-syllable words. | 5.02(A)(3) | RWC20-GR.1-S.2-GLE.3-EO.b.i |
| **CONCEPT OF PRINT** |  |  |
| * Recognize the distinguishing features of a sentence. | 5.02(B)(1) | RWC20-GR.1-S.2-GLE.3-EO.a.i |
| **PHONICS** |  |  |
| * Know the spelling-sound correspondences for common consonant digraphs. | 5.02(C)(1) | RWC20-GR.1-S.2-GLE.3-EO.c.i |
| * Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | 5.02(C)(2) | RWC20-GR.1-S.2-GLE.3-EO.c.iv |
| * Decode two-syllable words following basic patterns by breaking words into syllables. | 5.02(C)(3) | RWC20-GR.1-S.2-GLE.3-EO.c.v |
| * Know final -e and common vowel team conventions for representing long vowel sounds. | 5.02(C)(4) | RWC20-GR.1-S.2-GLE.3-EO.c.iii |
| * Read words with inflectional endings. | 5.02(C)(5) | RWC20-GR.1-S.2-GLE.3-EO.c.vi |
| * Use onsets and rimes to create new words (ip to make dip, lip, slip, ship). | 5.02(C)(6) | RWC20-GR.1-S.2-GLE.3-EO.c.viii |
| * Accurately decode unknown words that follow a predictable letter/sound relationship. | 5.02(C)(7) | RWC20-GR.1-S.2-GLE.3-EO.c.ix |
| **FLUENCY** |  |  |
| * Read grade-appropriate irregularly spelled words. | 5.02(D)(1) | RWC20-GR.1-S.2-GLE.3-EO.c.vii |
| * Read a minimum of 23 words per minute in the winter with fluency; read a minimum of 53 words per minute in the spring with fluency. (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher, 59*(7), 636-644.)   [***Oral Reading Fluency Norms Chart***](http://www.readingrockets.org/content/pdfs/Hasbrouck-Tindal_chart.pdf) | 5.02(D)(2) | RWC20-GR.1-S.2-GLE.3-ACC.1 |
| **VOCABULARY DEVELOPMENT** |  |  |
| * Use sentence level context as a clue to the meaning of a word or phrase. | 5.02(E)(1) | RWC20-GR.1-S.2-GLE.3-EO.e.i |
| * Identify and understand compound words. | 5.02(E)(2) | RWC20-GR.1-S.2-GLE.3-EO.e.iv |

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| ***By the end of first grade, the student will be able to:*** | State Board of Education Rules | Colorado Academic Standards |
| **ORAL LANGUAGE** |  |  |
| * Use sentence level context as a clue to the meaning of a word or phrase. | 5.02(F)(1) | RWC20-GR.1-S.2-GLE.3-EO.e.i |
| * Produce complete sentences when appropriate to task and situation. | 5.02(F)(2) | RWC20-GR.1-S.1-GLE.1-EO.c |
| **READING COMPREHENSION** |  |  |
| * Answer questions about key details in a text. | 5.02(G)(1) | RWC20-GR.1-S.2-GLE.1-EO.a.i |
| * Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. | 5.02(G)(2) | RWC20-GR.1-S.2-GLE.1-EO.a.iv |
| * Explain major differences between books that tell stories and books that give information. | 5.02(G)(3) | RWC20-GR.1-S.2-GLE.1-EO.b.ii |
| * Identify who is telling the story at various points in a text. | 5.02(G)(4) | RWC20-GR.1-S.2-GLE.1-EO.b.iii |
| * Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 5.02(G)(5) | RWC20-GR.1-S.2-GLE.2-EO.a.iii |
| * Know and use various text features to locate key factors or information in a text. | 5.02(G)(6) | RWC20-GR.1-S.2-GLE.2-EO.b.ii |
| * Identify the reasons an author gives to support points in a text. | 5.02(G)(7) | RWC20-GR.1-S.2-GLE.2-EO.c.ii |
| * Compare and contrast the adventures and experiences of characters in stories. | 5.02(G)(8) | RWC20-GR.1-S.2-GLE.1-EO.c.ii |
| * Describe characters, settings, and major events in a story, using key details. | 5.02(G)(9) | RWC20-GR.1-S.2-GLE.1-EO.a.iii |
| * Identify basic similarities in and differences between two texts on the same topic. | 5.02(G)(10) | RWC20-GR.1-S.2-GLE.2-EO.c.iii |