

# Sanborn Regional School District Literature Selection Rubric 2001

Grade Level  
**1**

## Developmental Chart

### Development of Responsibility

Ages 5-7: Developing an ability to take part in groups and to be alone, to see that others have feelings, may begin to respond to others in distress, an interest in the community and the world outside, aware of basic necessities, an interest in specific issues to their world, ability to respond sympathetically to others, to begin to notice how people are similar and different from one another, begin to understand consequences of own and others' behavior.

### Reading Development

Ages 5-7: Role play themselves as readers, begin to develop a basic vocabulary, choose short books with simple stories and illustrations, begin to develop an ability to try reading print, including ways to figure out words, enjoy reading favorite books.

### Emotional & Social Development

Ages 5-7: May continue to show intense emotions, may appear anxious once again when separated from familiar people, are learning to cooperate with others, continuing to develop feelings of independence, may begin to talk about self and to define self, may feel they are treated unfairly if others get something they do not, begin to see themselves as bad, good, clever, and may seem very hard on themselves, begin to develop the ability to share possessions and take turns.

### Intellectual Development

Ages 5-7: Continue to learn from direct experience, expand and refine knowledge with increasing understanding, continue to expand their use of language to clarify thinking and learning, developing a sense of how reading and writing work, combine drawing and writing to convey ideas, understand that print "tells" a story, develop a basic vocabulary of personal words, may begin to organize information to remember, continue to assert personal choice in decision-making.

## Reading Literacy Standards Introduced at Grade 1:

- Selects books at appropriate reading level
- Reads orally, attending to written mechanics: punctuation, capitalization, and grouping words into phrases
- Reads orally with fluency, expression, and voice projection
- Initiates independent reading
- Reads silently for a sustained period of time
- Recognizes a referent and identifies the person, place or thing for which the referent stands
- Uses context to determine meaning
- Identifies similarities and differences among books, authors, illustrators, styles of writing
- Determine literal meanings and develop informed reasoned inferences, judgments, and interpretations from texts by identifying and considering:
  - Theme
  - Conflict and resolution
- Synthesizes a conclusion based on indirect evidence from a story
- Identifies author's intent: entertain, inform, persuade, teach a moral/lesson
- Understands what is read; extends, elaborates, and critically judges its meaning
- Explains the qualities of a character and how these qualities relate to the plot of the story
- Recognizes and applies consonant digraphs and blends when reading
- Recognizes and applies the r-controlled vowel pattern when reading
- Recognizes and applies long vowel patterns when reading
- Recognizes and applies vowel diphthongs when reading
- Identifies and defines inflection endings ed, ing, es, and the new words formed by adding them to base words
- Recognizes and applies silent consonants h, l, gn/n, dge/j, tch/ch/, wr/r/, kn/n/, mb/m, to words when reading
- Recognizes and applies the two sounds for c, and g, also gh as /f/ and silent gh to words when reading
- Identifies and divides words into syllables according to decoding rules
- Identifies plural forms when reading
- Identifies possessive nouns
- Identifies and uses compound words and derives their meaning from the sentence context
- Identifies a contraction, its component words, and applies it to comprehension
- Develops understanding of integrated vocabulary
- Distinguishes genre when reading: Advertisements

# Sanborn Regional School District Literature Selection Rubric 2004 Worksheet

**Grade Level  
1**

**Literature Selection Rubric**

**Information:**

**Reading Level** \_\_\_\_\_

**Interest Level** \_\_\_\_\_

**Integration Topics** \_\_\_\_\_

**Literacy Standard Identified**

\_\_\_\_\_

\_\_\_\_\_

**Lesson Planning:**

**Literature will be read as:**

\_\_\_\_\_ **Read aloud selection**

\_\_\_\_\_ **Class reading book**

\_\_\_\_\_ **Independent Reading**

**Literature will be used as:**

\_\_\_\_\_ **Introduction to a unit of study**

\_\_\_\_\_ **To teach a Literature concept**

\_\_\_\_\_ **Character Education**

**Integrated  
Topics**

**Science**

**Social Studies**

**Math**

**Art**

**Music**

**Projects**

**Teacher or Team** \_\_\_\_\_ **Date** \_\_\_\_\_

**School** \_\_\_\_\_

**Literature for Review "Title"**

\_\_\_\_\_

\_\_\_\_\_

**Author** \_\_\_\_\_

**Literature Selection**

**Remove From Literature Template**

**Add to Literature Template**

**Other** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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