

**First Grade Reading and Writing Expectations:*

Grade One Reading Expectations

Uses Reading Processes Effectively In Text at First Grade or Higher Level

- Predicts what text is about using prior knowledge, title, illustrations, and context clues
- Sets a purpose for reading (e.g. to find information, for pleasure)
- Uses context clues (meaning cues) to construct meaning when reading text (e.g. illustrations, knowledge of the story and topic)
- Uses structural cues to identify unknown words when reading text (e.g. language patterns, sentence boundaries)
- Uses basic elements of phonetic analysis to identify unknown words when reading text:
 - Hears sounds in words
 - Blends sounds in words
 - Segments sounds in words
 - Substitutes sounds in words
- Uses sound/symbol relationships as visual cues to identify unknown words when reading text
- Recognizes and uses basic word families and word patterns to identify unknown words
- Cross checks meaning, structural, and visual cues to identify unknown words
- Uses a variety of strategies to construct meaning from text (e.g. predicting, self-monitoring, self-correcting, rereading, inferring, discussing)
- Uses a variety of sources to build vocabulary and construct meaning from text (e.g. discussion, word wall, dictionary, charts, table of contents, technology)
- Rereads for a variety of purposes (e.g. to build fluency, to self-monitor for comprehension, to locate information within the text)
- Demonstrates fluency in reading grade appropriate text (e.g. reads phrases rather than word-by-word, attends to punctuation)

Constructs Meaning From A Variety of Text at First Grade or Higher Level

Reads to confirm predictions about text

- Uses prior knowledge to construct meaning from text
- Relates reading to own life experiences (e.g. compares characters to own life, compares simple events to own life)
- Identifies the story elements in a literary text (setting, plot, characters, problem(s), events, solution(s)/resolution)
- Identifies similarities and differences within a text and between two texts (e.g. in topics, characters, problems)
- Identifies the main idea or theme and supporting details from literary and informational text
- Summarizes information from material that has been read or heard
- Reads for information to perform a task or learn a new task (e.g. directions, graphs, charts, signs)
- Sequences information from material that has been read or heard (e.g. beginning-middle-end; sequence of events)
- Uses background knowledge and support from the text to determine whether the text is fact or fiction
- Responds to questions with answers that require support from the text and/or thought beyond the text (e.g. inferring meaning, drawing conclusions, analyzing characters)
- Begins to recognize the author's purpose in a simple text (e.g. to entertain, to teach, to inform)

Demonstrates Effective Reading Behaviors

- Reads, listens to, and discusses text for a variety of purposes (e.g. develop vocabulary, build background)
- Self-selects and reads independently from a variety of genre
- Takes risks in reading including reading unfamiliar text and identifying unknown words
- Uses "talk" to gain information, to explain ideas or experiences, to seek answers, and to ask and answer questions related to text
- Participates in group activities (e.g. discussion, shared reading, read aloud, literacy centers, literacy groups)
- Identifies personal preferences in literature and other material for listening and reading

Grade One Writing Expectations
Focuses on Topic
<ul style="list-style-type: none"> • Recognizes and writes a well-developed sentence/topic sentence • Focuses on a central idea (familiar person, place, object, experience)
Organizes Ideas
<ul style="list-style-type: none"> • Generates ideas before writing on self-selected and assigned topics • Begins to develop a plan for writing that is focused on a single topic and related ideas • Recognizes simple transition words
Supports Topic With Details
<ul style="list-style-type: none"> • Uses an organizational structure in writing (including beginning, middle, and end; using supporting details)
Uses Conventions
<ul style="list-style-type: none"> • Writes simple, structurally correct sentences • Writes a variety of sentences (.?!) • Writes approximations of words and some conventional spelling • Spells high frequency words and phonetically regular words correctly • Uses resources to assist in spelling (e.g. word wall, word bank, word book) • Uses capitals correctly (first word, names, proper nouns, I, months, days, holidays) • Uses punctuation marks correctly (.?!) • Uses spaces between words and sentences • Recognizes and understands the use of dialogue and quotation marks in writing • Begins to edit final pieces for spelling, punctuation (end), capitalization (first word, I), and sentence structure
Organizes to Communicate in Writing

- Contributes ideas during group writing process activities (prewriting, drafting, editing, revising, publishing)
- Begins to demonstrate use of the writing process when doing own writing
- Drafts and revises simple sentences and stories
- Reads/rereads own writing to check for meaning
- Writes for a variety of purposes, audiences, and familiar occasions (journals, reader's response)
- Writes a simple story with a beginning, middle, and end
- Writes a well-developed topic sentence with two or more detail sentences
- Shares own writing and contributes ideas to the writings of others
- Begins to use basic computer skills for writing