



First Grade Reading Expectations

This list is to be used as a general framework. Each school or school district may have their own set of guidelines.

Fall

- Know all the uppercase and lowercase letters of the alphabet and the sounds each letter makes (e.g. B,b -/b/, I,i -/i/)
- Can isolate the first sound (e.g. hat - /h/) and last sound in a one-syllable word (mop - /p/)
- Can isolate the vowel sound in a one-syllable word (e.g. mat /ä/)
- With support, can blend sounds in one-syllable words (e.g. dog = /d/ /ö/ /g/)
- Can read at least 10 CVC words (e.g. sat, him, bug, got, pen)
- Knows most of the Kindergarten high frequency words (e.g. the, and, is, etc.)
- Using their knowledge of letter/sound correspondence when writing (e.g. The sentence: I can laugh. might be written as “i cn lf”)

Spring

- Can decode one-syllable words (e.g. sad, ten, wig, job, bus)
- Can read words with glued sound (e.g. -am: ham, -an: tan, -all: fall)
- Can read words with digraphs (e.g. -ck: duck, sh: shut, ch: chip, th: this, wh: when)
- More comfortable reading words with glued sounds with -ng (wing) or -nk (pink)
- More comfortable reading words with blends (e.g. **plan** or **fast**)
- Can read with sufficient fluency to support comprehension
- Beginning to use text to confirm or self-correct words, rereading as necessary
- Can recognize and read all the words on the 1st grade high frequency word list
- Can read a decodable sentence following 1st grade sounds and patterns
- With prompting and support, can read informational texts appropriate for 1st graders
- Applies decoding skills in their writing (e.g. “Tom can sit.” might be written as “Tm cn sit.”)

- With prompting and an editing checklist, can edit writing for capitalization and punctuation