

First Grade English Standards

Writing

Standard	Quarter			
	1st	2nd	3rd	4th
<i>Creating and shaping texts</i>				
1. Student writes a simple journal entry as the concept is introduced and begins to understand how to formulate thoughts on given subject (1-3 sentences).				
2. Student gains better understanding of journal writing and extends concepts to express thoughts in a more sequential order (moves to a length of about 5 sentences)				
3. Student begins to group written sentences together in chunks of meaning or subject.				
4. Student begins to organize writing into a simple paragraph format with a beginning, middle and end.				
5. Student writes a simple friendly letter.				
6. Student creates simple texts on paper and screen that combine words with images.				
7. Student uses simple descriptive words in writing. a. Begins to use adjectives. b. Shows understanding of proper placement.				
<i>Create a legible document</i>				
1. Writes using appropriate spacing between words.				
2. Write most letters, correctly formed and oriented, using a comfortable and efficient pencil grip.				
<i>Conventions and Spelling</i>				
1. <i>Student uses correct grammar (noun and simple verbs)</i> a. Uses simple present tense – action verbs (go, say, tell, play) b. Begin to correctly use simple present tense – to be c. Begin correct use of appropriate pronouns d. Begin to correctly use simple past tense – to be, -ed				
2. Student uses correct spelling of age-appropriate high-frequency words based on top 100 words from the Dolch sight word list.				
3. Student writes simple plurals – adding -s or -es.				
4. Student writes a sentence with capital letter at the beginning and ending punctuation.				
5. Student uses correct punctuation for proper nouns (months, days of the week and people)				

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Reading

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	1st	2nd	3rd	4th
<i>Apply reading strategies to improve understanding and fluency.</i>				
1. Identifies the main events and characters in stories and finds specific information in simple context.				
2. Makes predictions showing an understanding of ideas, events and characters.				
3. Uses information to form questions and verify predictions.				
4. Summarizes content of reading material using text organization				
5. Continuously check and clarify for understanding (reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).				
6. Read age-appropriate material aloud with fluency and accuracy.				
7. Uses story maps, charts, diagrams to increase comprehension.				
<i>Engaging and responding to texts.</i>				
1. Selects books for personal reading and gives reasons for choices.				
2. Visualizes and comments on events, characters and ideas, making imaginative links to their own experiences.				
3. Distinguishes fiction and non-fiction texts and the different purposes for reading them.				
<i>Apply word analysis and vocabulary skills to comprehend selections.</i>				
1. Apply word analysis skills (phonics, word patterns) to recognize new words.				
2. Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials such as a glossary.				
<i>Word structure and Spelling</i>				
1. Spell new words using phonics as the prime approach.				
2. Segment sounds into their constituent phonemes in order to spell them correctly. (syllables)				
3. Recognize and use alternative ways of spelling the graphemes already taught for example that the /ae/ sound can be spelt 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives.				
4. Use knowledge of common inflections in spelling, such as plurals, -ly and -er.				

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5. Read and spell phonically decodable two-syllable and three-syllable words.				
6. Use onset and rhyme to create new words that include blends and diagraphs (phonemic awareness)				
a. Hear and identify initial, medial and final sounds of a given word.				
b. Hear the similarities of sounds in words and rhythmical patterns in a sequence.				
c. Recognize alliteration.				

Communication Skills

Standard	Quarter			
	1st	2nd	3rd	4th
<i>Speaking</i>				
1. Tell stories and describe incidents from their own experience in an audible voice.				
2. Retell stories, ordering events using story language.				
3. Interpret a text by reading aloud with some variety in pace and emphasis.				
4. Experiment with and build new stores of words to communicate in different contexts.				
5. Present brief oral reports, using language and vocabulary appropriate to the message and audience (show and tell or star of the week).				
<i>Listening and Responding</i>				
1. Listen with sustained concentration, building new stores of words in different contexts.				
2. Listen to and follow instructions accurately, asking for help and clarification if necessary.				
3. Listen to tapes or video and express views about how a story or information has been presented.				
4. Listen attentively by facing the speaker and making eye contact.				
5. Listen to poetic language and begin to identify rhythm and rhyme.				
<i>Group discussions and interaction</i>				
1. Take turns to speak, listen to each other's suggestions and talk about what they are going to do.				
2. Ask and answer questions, make relevant contributions, offer suggestions and take turns.				
3. Explain their views to others in a small group; decide how to report the group's views to the class.				