

COLORADO MODEL CONTENT
STANDARDS FOR READING AND WRITING
Suggested
Grade Level Expectations

Standard 1:

Students read and understand a variety of materials.

First grade students will:

By the end of first grade, students will be emergent/early readers with reading strategies used to gain meaning from print at the first grade level. These strategies will prepare them for reading at higher levels. This requires:

- an *understanding of text* that shall include, but not necessarily limited to, students being able to do the following:
 - use pictures to check meaning;
 - use prior knowledge to comprehend text;
 - retell in a logical, sequential order including some detail and inference;
 - make logical predictions;
 - monitor reading to make sure the message makes sense.
- an *integration of the cueing systems* -- graphophonics, syntax, and semantics -- that shall include, but not necessarily limited to, students being able to do the following:
 - recognize letters and know sound-symbol relationships (graphophonics);
 - use the word attack skill of letter-sound relationships when reading (graphophonics);
 - use sentence structure and word order to predict meaning (syntax);
 - use background knowledge and context to construct meaning (semantics).

Standard 2:

Students write and speak for a variety of purposes and audiences.

First grade students will:

- generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion);
- align purpose (for example, to entertain, to inform, to communicate) with audience;
- write a first draft with the necessary components for a specific genre;
- revise draft content (for example, organization, relevant details, clarity);
- edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference);
- proofread revised draft;
- present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform).

Standard 3:

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

First grade students will:

- know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks;
- spell high frequency words correctly;
- punctuate endings of sentences;
- capitalize sentence beginnings and proper nouns;
- write legibly.

Standard 5:

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

First grade students will:

- gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors;
- record observations (for example, logs, lists, graphs, charts, tables, illustrations);
- report events sequentially;
- write a concluding statement;
- use resources (for example, video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words;
- list resources used by title.

Standard 6:

Students read and recognize literature as a record of human experience.

First grade students will:

- identify the elements of plot, character, and setting in a favorite story;
- identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry;
- identify words appealing to the senses or involving direct or indirect comparisons in literature;
- compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors;
- read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

