

**Performance Skill:**

**Apply Spelling Strategies (Continued)**

**Students are expected to (Continued):**

- B. Use spelling resources when writing (such as word walls, picture dictionaries, bridging, etc.).
- C. Write dictated sentences.

**Performance Skill:**

**Spell Required Words**

**Students are expected to:**

- A. Spell 100 frequently used words.

**Performance Skill:**

**Listen Attentively and Actively**

**Students are expected to:**

- A. Face speaker and make eye contact.
- B. Ask questions of a speaker.
- C. Follow simple oral directions.
- D. Count the number of syllables in words they hear.
- E. Blend spoken sounds in most one syllable words.
- F. Divide most one syllable words into separate sounds.

**Performance Skill:     Respond to  
Spoken and Non-Spoken Messages**

**Students are expected to:**

- A. Participate in classroom discussions.
- B. Recognize and respond to visual and auditory messages (such as hand signals, bell ringing, and lights out).

**Performance Skill:**

**Express Spoken Ideas Clearly**

**Students are expected to:**

- A. Share a personal story sequentially (with age-appropriate grammar).

**Performance Skill:     Express Spoken  
Ideas Clearly (Continued)**

**Students are expected to (Continued):**

- B. Express ideas clearly (such as use complete sentences, ask questions, and make appropriate responses).

The teachers and administrators who work with first grade students developed these Academic Expectations to clearly define what students are expected to know and be able to do in the area of Language Arts. Additionally, they developed a series of assessments to measure student performance on each of these expectations. Information gathered from the assessments will be used to report student progress to parents on the elementary report card.

The information from the assessments will be used to identify students who need additional help. This help may be in the form of instruction, tutoring, or summer school.

It is hoped that the different kinds of instructional support will allow students to achieve these expectations by the end of First Grade. However, student achievement of these expectations will be strongly considered when promotion to the next grade is in question.

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If you have any questions, please feel free to contact your child's teacher.

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**Galesburg  
First Grade  
Academic  
Expectations  
for  
Language Arts**



The teachers and administrators who work with first grade students have developed a very specific curriculum in reading and writing. Assisted by consultants, our educators have identified what first grade students are expected to know and be able to do in the areas of reading, writing, listening, and speaking at the end of first grade. This curriculum has been named First Grade Academic Expectations. It defines each of the Performance Skills on the First Grade Report Card.

## Language Arts

The Language Arts Performance Skills on the elementary report card identify the skills that good readers and writers must have. The Academic Expectations define what first grade students must know and be able to do in reading and writing.

### Performance Skill:

#### Choose to Read Independently

##### Students are expected to:

- A. Listen to stories.
- B. View selves as readers.
- C. Select materials to read at an appropriate level.
- D. Set, monitor, and accomplish reading goals (including in-school and out-of-school reading).
- E. Read books independently.
- F. Choose to read.

### Performance Skill:

#### Read for Understanding

##### Students are expected to:

- A. Name characters, setting, problem/solution, events, etc.
- B. Retell the beginnings, middles, and ends of stories.
- C. Identify the main ideas and important details of stories and informational texts.
- D. Identify the purpose for reading a selected text (such as for enjoyment, information, etc.).
- E. Read smoothly and expressively at an appropriate level.

### Performance Skill:

#### Apply Reading Strategies

##### Students are expected to:

- A. Instantly read at least 150 frequently used words.

### Students are expected to (Continued):

- B. Apply knowledge of vowel and consonant sounds.
- C. Apply context clues (such as other words, pictures, maps, charts, tables, etc.).
- D. Self-correct and make logical guesses.
- E. Use prior knowledge including own experiences.
- F. Apply word patterns (such as -ack, -ill, etc.).
- G. Make predictions.
- H. Ask themselves questions before, during, and after reading.
- I. Use different resources for information with guidance (such as encyclopedias, dictionaries, videos, computers, etc.).

### Performance Skill: Justify

#### Responses to Information Read

##### Students are expected to:

- A. Orally justify responses to material read to them.

### Performance Skill: Read and Respond to a Variety of Literature

##### Students are expected to:

- A. Respond orally to reading materials.
- B. Share experiences with books.
- C. Make comparisons across reading selections (such as compare and contrast stories, story elements, information, etc.).
- D. Classify books (by categories such as fiction, non-fiction, poetry, etc.).
- E. Participate in guided literature discussions, including relating characters, settings, and plots to real-life situations.
- F. Recognize cultural differences and similarities in literature.
- G. Show a broadening interest in different types of books.

### Performance Skill: Write Based on Audience and Purpose

##### Students are expected to:

- A. Show a willingness to write.
  - 1) View selves as writers
  - 2) Choose to write.
  - 3) Write for a variety of purposes (such as responses to stories or prompts, short stories, letters, thank you notes, etc.).
- B. Plan and organize.
  - 1) Use pre-writing strategies with guidance (such as drawing, webbing, listing, brainstorming, etc.).
- C. Compose.
  - 1) Express a written idea that has 3 or 4 related sentences.
  - 2) Compose simple stories, each with a beginning, middle, and end.
  - 3) Use a variety of media to create compositions.
- D. Revise.
  - 1) Change and/or expand their written ideas with guidance.
- E. Edit.
  - 1) Write for legibility (such as spacing between words, correctly formed letters, etc.).
  - 2) Proofread own writing for sentence structure, capitalization, punctuation, conventional spelling, and beginning grammar, with guidance.

### Performance Skill:

#### Apply Spelling Strategies

##### Students are expected to:

- A. Reproduce and interpret the sound-to-letter symbol.