



The reading, writing, and communicating standards in preschool are aligned to the expectations within Colorado’s Early Learning and Development Guidelines and the latest revision of the Head Start Early Learning Outcomes Framework. They outline development expectations and indicators of progress for preschool age students in receptive and expressive language; understanding and obtaining meaning from stories and information from books and other texts; phonological awareness; concepts of early decoding; names and sounds associated with alphabetic knowledge; emerging skills to communicate through written representations, symbols, and letters; and asking a question to identify and define a problem and its possible solution.

#### Expectations for 1st Grade Students:

- **Oral Expression and Listening:** Identify specific sounds in words and experiment with those sounds (changing ch- in chip to sh- to make ship, for example); expand their spoken vocabulary; demonstrate how words, gestures, and actions are used to give and receive information.
- **Reading for All Purposes:** Apply letter sounds (short and long vowels) and letter combinations (sh-, ch-, -tion) to decode words (sound out and pronounce); understand word structure (how words are put together) and word families (words that contain–ack: attack, snack, black, for example); fluently read (with appropriate speed, accuracy, and expression) and comprehend (understand) a variety of stories, informational writing (“how to” books, instructions), and opinion pieces (favorite movies, foods).
- **Writing and Composition:** Explore the writing process (plan, write, clean-up, share) to develop ideas for their own writing; use correct spelling and conventions (capital letters, punctuation) in their writing.
- **Research Inquiry and Design:** Use different resources to locate information and answer questions; ask questions and gather information as part of a research process.

#### Throughout 1st Grade You May Find Students:

- Applying phonics rules (sounds of letters) to decode (sound out and pronounce) one- and two-syllable words; reading with purpose, understanding, and fluency (the right speed, accuracy, and expression); recognizing punctuation and grammar in books and stories (end punctuation followed by capital letter); asking and answering questions about key ideas and details to understand stories and informational books; using text features (headings, captions, table of contents) to comprehend (understand) the reading.
- Working with fellow students to discuss different readings and topics; responding to the ideas of others by asking/answering questions; actively listening by making eye contact and demonstrating positive body posture.
- Comparing and contrasting the adventures of characters in stories; identifying similarities and differences between two texts on the same topic; explaining how illustrations and visuals work with the words in a book or story; identifying how an author supports ideas.
- Writing a story with interesting details; writing to explain a topic; writing to state an opinion about a topic and using supporting details; talking about their writing with others to improve writing; using correct grammar and mechanics (complete sentences, end punctuation, correct upper- and lower-case letters).