

First Grade Promotional Criteria

Students will be expected to successfully perform the following **communication arts** skills to be ready for second grade:

- ✿ Know each written word corresponds to a spoken word
- ✿ Identify rhyming words
- ✿ Identify onsets (initial sounds)
- ✿ Blend sounds to make a word
- ✿ Identify location of a given sound in a word (beginning and end)
- ✿ Identify beginning and ending sounds
- ✿ Substitute sounds within words
- ✿ Recognize Fry's High Frequency Sight Words (50 of 1-100)
- ✿ Recognize content area vocabulary and understand meaning
- ✿ Recognize consonants and produce sounds
- ✿ Write beginning and ending sounds
- ✿ Recognize and produce short vowels and their sounds (a, e, i, o, u)
- ✿ Recognize and produce long vowel sounds (a, e, i, o, u)
- ✿ Identify and use word families
- ✿ Break words into syllables auditorally
- ✿ Make predictions
- ✿ Use graphophonemics (visual) – use beginning and ending letters/sounds
- ✿ Locate known/unknown words
- ✿ Ask questions
- ✿ Relate written word to personal experiences
- ✿ Identify story elements for character and setting
- ✿ Retell sequence of events verbally
- ✿ Select stories and books for personal interests
- ✿ Demonstrate appropriate listening behavior (have eye contact with speaker, use good posture, don't create distractions)
- ✿ Sequence three step events
- ✿ Participate in discussions to explain/clarify ideas, experiences, opinions, give reasons and explain a process
- ✿ Restate oral directions or instructions
- ✿ Tell/retell a story
- ✿ Understand directionality concepts: above, below, first, and last
- ✿ Follow left-to-right sequence
- ✿ Print capital and lower case letters and numbers legibly in context using correct letter formation and spacing
- ✿ Print first and last name
- ✿ Spell a given list of core high frequency words in isolation and in context
- ✿ Identify and use phonetic and structural analysis strategies to spell words
- ✿ Spell designated word families
- ✿ Identify types of sentences: questions and statements
- ✿ Capitalize: names, beginning of a sentence, and pronoun I
- ✿ Correctly use punctuation: end of a sentence
- ✿ Write in response to oral and printed text
- ✿ Introduce steps in the writing process: pre-write, draft, proofread/edit
- ✿ Write across the curriculum using various styles: charts, lists, friendly letters, journals, class book story writing, narratives

First Grade Promotional Criteria

Students will be expected to successfully perform the following **math** skills to be ready for second grade:

- ⊗ Use concrete, pictorial, and symbolic representations of whole numbers 1-100 and the fractional numbers of $\frac{1}{2}$ and $\frac{1}{4}$
- ⊗ Use and understand properties of the whole number system at the concrete and pictorial level (fact families or how many ways to make a given number)
- ⊗ Continue to use concepts of comparing, sequencing, and ordering with more than, less than, equal, before, and after
- ⊗ Continue correct formation of numerals 0-9
- ⊗ Continue rote counting to 100
- ⊗ Continue to understand the concept of ordinal numbers up to 10th
- ⊗ Understand the whole number operations of addition and subtraction
- ⊗ Measure using standard units (US and metric)
- ⊗ Directly measures: length (inches) and time (hour)
- ⊗ Identify pennies, nickels, dimes, quarters and values
- ⊗ Create and sort geometric shapes (rectangle, triangle, circle, square) using attributes of shape and size
- ⊗ Describe data at the concrete and pictorial level
- ⊗ Recognize/create/extend patterns of objects and numbers
- ⊗ Solve simple equations at the concrete and pictorial levels (picture of 5 birds, 3 flew away, how many are left?)
- ⊗ Collect data
- ⊗ Perform appropriate computations for problem solving
- ⊗ Begin to express ideas using physical or pictorial models (tables, charts, graphs)
- ⊗ Continue to classify items by similarities and differences
- ⊗ Continue to use descriptors such as shortest and longest, more, fewer, same, and different
- ⊗ Continue to sequence objects 1-3