

Grade Level Expectations for the Sunshine State Standards

Language Arts First Grade



F L O R I D A
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**Sunshine State Standards
Grade Level Expectations
Language Arts
First Grade**

The first grade student:

Reading

- uses prior knowledge, illustrations, and text to make predictions.
- uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).
- uses sound/symbol relationships as visual cues for decoding.
- uses beginning letters (onsets) and patterns (rhymes) as visual cues for decoding.
- uses structural cues to decode words (for example, word order, sentence boundaries).
- uses context clues to construct meaning (meaning cues) (for example, illustrations, knowledge of the story and topic).
- cross checks visual, structural, and meaning cues to figure out unknown words.
- knows common words from within basic categories.
- uses knowledge of individual words in unknown compound words to predict their meaning.
- uses resources and references to build upon word meanings (for example, beginning dictionaries and available technology).
- uses knowledge of suffixes (including *-er*, *-est*, *-ful*) to determine meanings of words.
- develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.
- uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).
- knows the main idea or theme and supporting details of a story or informational piece.
- uses specific details and information from a text to answer literal questions.
- makes inferences based on text and prior knowledge (for example, regarding traits, feelings, actions of characters).
- identifies similarities and differences between two texts (for example, in topics, characters, problems).
- selects material to read for pleasure (for example, favorite books and stories).
- reads aloud familiar stories, poems, and passages.

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- reads for information used in performing tasks (for example, directions, graphs, charts, signs, captions).
- uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.
- uses simple reference material to obtain information (for example, table of contents, fiction and nonfiction books, picture dictionaries, audio visual software).
- alphabetizes words according to the initial letter.
- uses alphabetical order to locate information.

Writing

- generates ideas before writing on self-selected topics and assigned tasks (for example, brainstorming).
- makes a plan before writing the first draft.
- focuses on a central idea (for example, familiar person, place, object, experience).
- writes legibly using manuscript form (for example, prints numbers and upper- and lower-case letters; uses left to right sequencing; spaces between words and sentences).
- knows the differences among individual letters, words, sentences, and paragraphs.
- uses descriptive words to convey ideas in writing.
- uses an organizational structure in writing (including beginning, middle, and end; using supporting details).
- uses strategies for narrative writing (for example, including story elements, using some dialogue).
- evaluates own and other's writing (for example, rereads own writing to check for meaning; responds constructively to other's writing).
- revises by adding or substituting text and using a caret.
- uses spelling approximations and some conventional spelling.
- spells commonly used, phonetically regular words at first grade or higher level.
- uses end punctuation and capitalizes initial words of sentences, names of people, "I", days of the week, and months of the year.
- uses complete sentences in writing.
- writes stories about experiences, people, objects, or events.

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- contributes ideas during a group writing activity.
- writes questions or makes notes about familiar topics, stories, or new experiences.
- writes informal texts (for example, journal entries, reading response).
- writes for familiar occasions, audiences, and purposes (including but not limited to explaining a process, telling a story).
- uses basic word processing skills and basic educational software for writing (including but not limited to typing words and sentences, using software to draw and label, printing pictures and stories, locating and opening a file, saving and naming a file).
- writes simple informational texts (such as two-step instructions in sequence, directions, reports).

Listening, Viewing, and Speaking

- follows three-step oral directions.
- listens and responds to a variety of media (such as stories, books, audiotapes, videotapes).
- knows personal preferences for listening to literature and other material (such as nursery rhymes, songs, stories, informational books).
- uses basic conversation strategies (including but not limited to asking questions to clarify or get information, taking turns, raising hand to speak, staying on topic and conveying a message, facing the speaker).
- listens for specific information in stories (including but not limited to sequence, story details).
- understands the main idea or common theme in a nonprint communication.
- understands simple nonverbal cues (for example, use of eye contact, facial expressions, gesturing).
- speaks clearly and uses appropriate volume in a variety of settings (for example, large or small groups, learning centers).
- asks questions to seek answers and further explanation of other people's ideas.
- uses speaking vocabulary to convey a message in conversation (for example, descriptive words, singular and plural nouns, compound words).
- uses eye contact and appropriate gestures to enhance oral delivery.

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Language

- uses repetition, rhyme, and rhythm in a variety of activities (for example, chants, songs, or story innovations).
- knows different functions of language (for example, explaining, describing an experience).
- recognizes the differences between less formal language that is used at home and more formal language that is used at school and other public settings.
- understands that word choice can shape ideas, feelings, and actions (for example, multiple meaning words, figurative language).
- uses repetition, rhyme, and rhythm in oral and written texts (for example, uses rhyming words orally; distinguishes between rhyming and nonrhyming words).
- understands that the use of more than one medium increases the power to influence how one thinks and feels.
- knows various types of mass media (for example, radio, television, billboards, newspapers).

Literature

- knows various broad literary genres (for example, nonfiction, fiction, poetry).
- knows beginning, middle, and end of a story.
- knows main characters, setting, and simple plot in a story.
- identifies problem(s) and solutions(s) in a story.
- relates characters and simple events in a story or biography to own life.
- knows rhymes, rhythm, and patterned structures in children's text (for example, poetry).



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