

End of Grade 1

Understanding Provincial Achievement Standards in Reading and Writing

Helping your child to be successful



Your child's ability to read and write effectively will be one of the most important tools that she or he will use to build a successful future.

Be a part of your child's learning by encouraging his or her progress and providing everyday opportunities to read and write at home.



You can be involved as your child learns to write.

Watch for ways to make language and writing fun.

- Use interesting words when talking with your child.
- Share jokes and puns that use language in clever ways.
- Suggest your child write a short story to go with a picture that he or she has drawn and is proud of.
- Help your child to start a diary or journal to remember fun activities or events.

Find everyday chances to encourage your child to write.

- Help your child to write letters, emails and thank-you notes to family and friends.
- Ask your child to write the grocery list for you.

Read and enjoy other people's writing with your child.
Ask: What makes it good writing?



Tear off these handy tips for helping your child develop strong reading and writing skills.

Recognize the signs of a successful writer.

Teachers look at six areas of a student's writing to identify success, as reflected in the Provincial Achievement Standards for the end of Grade 1. The *Coten* story to the right is an example of acceptable writing by a student at the **end of Grade 1**.

Content is what a student has written. In the *Coten* example, the content is a description of a pet rabbit. It is a good example because it stays focused on the topic and the writer includes some interesting details.

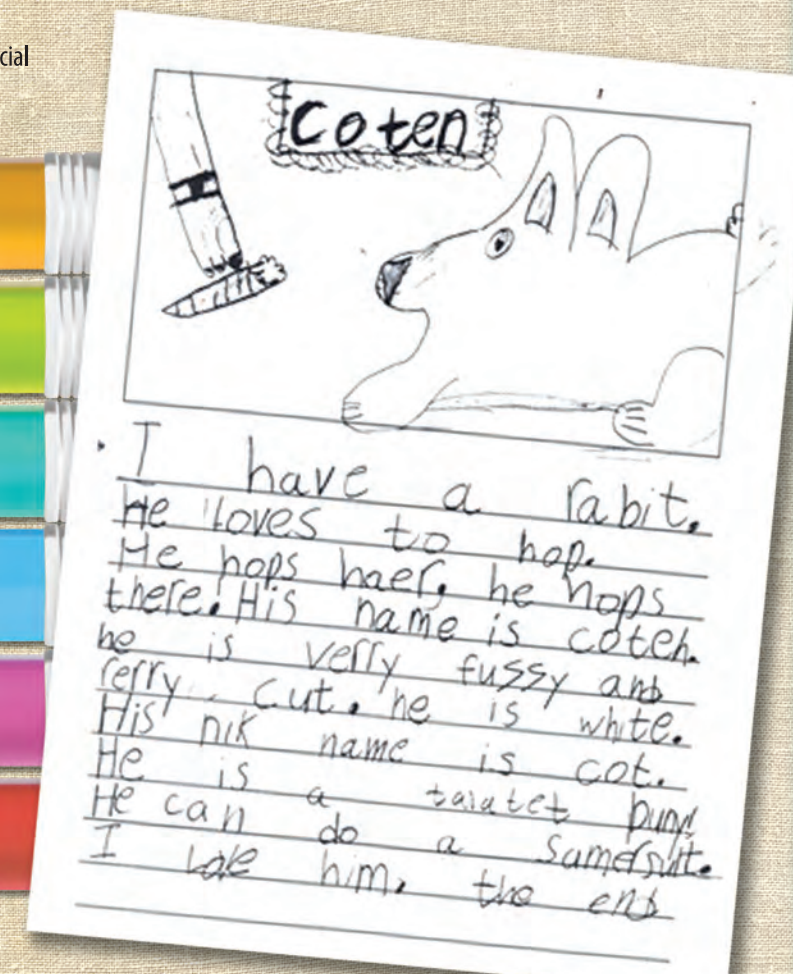
Organization means that the writing has a beginning, middle and end. *Coten* is organized because it starts by telling us that the rabbit is the topic and ends with a sentence that wraps everything up nicely.

Word Choice means that everyday words and some interesting words are used. The *Coten* example uses interesting words like fuzzy and talented (fussy, talatet).

Voice means that the student's personality or style comes through in the writing. In *Coten*, the writer's voice comes through with a personal touch (He hops haer, he hops there!) and an obvious love for the pet rabbit (I Love him).

Sentence Structure means the type and variety of sentences used. In *Coten*, the several short sentences and one long one show an understanding of sentence structure.

Conventions means spelling and punctuation. Every sentence in *Coten* ends with a period and most begin with a capital letter. Many everyday words are spelled correctly in *Coten* (and, to, is, with) and even misspelled words can be sounded out by the reader (haer, verry, cut).



Help your child be a successful writer.

When looking at your child's writing together, ask these questions with your child to build effective writing skills:

Did I

- ✓ write about something I know?
- ✓ share lots of details?
- ✓ include a beginning, middle and end?
- ✓ choose some exciting words in my writing?
- ✓ let my feelings show through?
- ✓ start my sentences in different ways?
- ✓ remember to use capital letters at the start of each sentence?
- ✓ use what I know about letter sounds to spell new words?



Help your child be a successful reader.

If you notice an error as your child reads, wait until the end of the sentence to ask:

- Does it sound right?
- Does it look right?
- Does it make sense?

Use these **reading strategies** for figuring out tricky words with your child. Encourage the use of the pictures as reminders of each strategy.

Encourage Your Child to...

Look at the picture for clues.

Ask
Does the picture help?



Say the beginning sound of the tricky word and read ahead to see what might fit.

Ask
What is the beginning sound?
Let's read to the end of the sentence to see if that helps to figure it out.



Look for a little word in the big word.

Ask
Is there a smaller word in the big word that can help you?



Cover the ending (ed, ing, s) and try again.

Ask
Can you cover the ending?
Now try it.



Backtrack and read it again.

Ask
That didn't quite make sense; can you go back and try again?



Recognize the signs of a successful reader.

In Grade 1, your child will learn to read simple sentences and stories about topics he or she can relate to. You and your child's teacher can tell whether your child is learning to read successfully by watching for growth in the following **reading behaviours**, drawn from the Provincial Achievement Standards for the **end of Grade 1**.

Knowing when an error in reading happens and using reading strategies to figure out new and tricky words

Encourage your child to teach you about the strategies that he or she learns at school.

Recognizing common words, such as mother, because, going, would, like, they...

Practice reading every day. Encourage your child to read everyday words you see on websites, road signs, labels, advertisements...

Reading familiar books or other materials smoothly and with expression

Encourage your child to read and reread favourite stories to you. This encourages a better understanding of the story and builds confidence.

Making predictions about what will happen next in a story

When reading new stories, ask your child to guess what will happen next.

You can be involved as your child learns to read.

1

Before reading, ask:

- What does the title or picture tell you about this story?
- Will this be a real-life story or a make-believe story? Why do you think so?
- What do you think will happen?



2

During reading, ask:

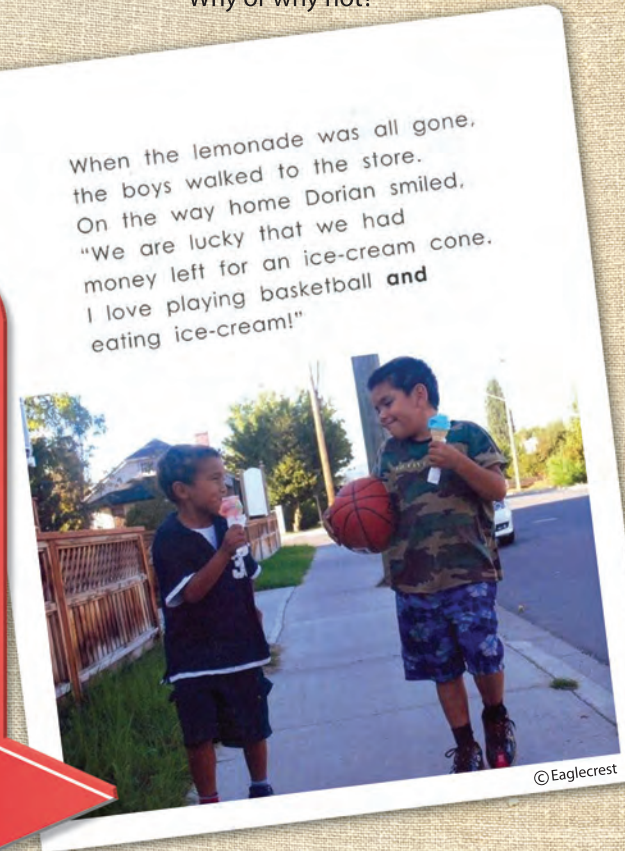
- Do you like the story so far? Why or why not?
- How does that part make you feel?
- What problem does _____ have? How will he or she solve it?

3

After reading, ask:

- _____ is very happy at the end of this story but it doesn't say that. How can you tell?
- Tell me the story in your own words. Use the pictures if you want.
- Did you like this book? Why or why not?

By the end of Grade 1, your child should be able to read and understand text similar to the example at the right. That means books with about four to eight lines of large, clear text per page, with sentences that are simple and usually short. There may be some repetition of phrases; familiar words are mostly one or two syllables long (boys=1, eating=2).



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End of Grade 1

- **Seven Little Monsters** by Maurice Sendak
- **Red is Best** by Kathy Stinson
- **The Very Busy Spider** by Eric Carle
- **Tool Box** by Anne Rockwell
- **A Day with Firefighters** by Jan Kottke
- **What Did Dinosaurs Eat?** by Elizabeth MacLeod

Books to build reading skills

Early Grade 1

- **Have You Seen My Cat?** by Eric Carle
- **Two Points** by J. Kennedy and A. Eaton
- **Our Pumpkin** by Renee Keeler
- **What Comes Out at Night?** by Peter & Sheryl Sloan
- **I Can Write. Can You?** by J. Stewart, Lynn Salem
- **I'm Hungry** by Pamela Fitros



Contact Us

The Department of Education is committed to your child's reading and writing success. If you have any questions about your child's progress or about how you can be an active part of his or her learning, contact your child's teacher or the provincial literacy team at 506-453-2812.