

Help your child become a word solver and a joyful reader and writer!

Children who are word solvers can take words apart to help them in their search for meaning. When they write, they are able to construct words from letters and letter clusters. Word solvers can unlock the puzzle of print and enter the joyful world of reading. You can help your child become a word solver by:

- Pointing out print to your child—in books, magazines, newspapers, on a billboard, a sign, a cereal box or a milk carton
- Reading to your child everyday—even 10 minutes opens your child's ears to sound and eyes to print
- Teaching your child rhymes and songs—rhythm and rhyme are essential to language
- Listening to your child tell about his day—retelling is an important skill in reading
- Encouraging your child to keep a journal—to write and draw everyday
- Getting your child a library card—books are the key to life-long reading



For complete information on the Arizona Academic Standards go to www.ade.az.gov/standards/contentstandards.asp

Osborn School District

1226 W. Osborn Road
Phoenix, Arizona 85013

Phone: 602-707-2000
Fax: 602-707-2040
www.OsbornSchools.org

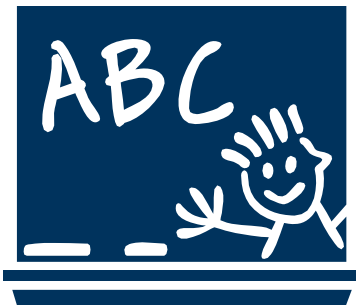
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Osborn School District
An Osborn Education

*Parents' Guide to
Grade Level
Learning Targets
for Reading and
Writing*

Grade 1



Osborn School District Grade 1 Targets

Reading

Reading Process—students will be able to:

- Understand print concepts such as recognizing the features of a sentence, and identifying the title, author and table of contents of a book
- Exhibit phonemic awareness by identifying and using the sounds of speech such as generating sounds from letters and letter patterns and combining those sounds into recognizable words
- Use phonics knowledge, syllabication and word parts to read (decode) unfamiliar words, and use word order and context to confirm decoding
- Acquire and use new vocabulary in relevant contexts such as identifying the words that contractions are made from
- Read fluently by reading aloud in a manner that sounds like natural speech; and consistently read grade level text with at least 90% accuracy
- Demonstrate comprehension of text by predicting what might happen next based on what has already been read, personal experience, and prior knowledge
- **Comprehension**—students will be persuaded, to describe)

Comprehending Literary Text—students will be able to:

- Identify the plot, describe characters, and sequence a series of events in a literary selection heard or read; and determine whether selection is realistic or fantasy
- Compare literary selections from a variety of cultures to their personal experiences

Comprehending Informational Text—students will be able to:

- Identify the topic and organizational features, such as title and table of contents, of expository (explanatory) text heard or read; and answer questions about the text
- Follow a set of written directions with picture cues, and determine whether the task is completed by checking that all steps were followed in the right order
- State the meaning of specific signs such as traffic and safety signs

Writing

Writing Process—students will:

- Generate and organize ideas before writing and discuss the purpose and intended audience
- Write a draft and reread for clarity
- Add details and review for errors with prompting
- Use legible handwriting to rewrite selected pieces of writing for sharing with intended audience

Writing Elements—students will:

- Write text that expresses a clear message
- Show a sense of beginning, and write multiple sentences in sequential order that support the main idea
- Create text that is expressive and individualistic
- Use a variety of words and descriptive phrases to convey message
- Incorporate the conventions of spacing, directionality, capital letters, end punctuation, and spelling

Writing Applications—students will:

- Write a narrative, real or imagined, with a main idea, character(s), and a sequence of events
- Create expository (explanatory) text, and participate in creating simple summaries from informational materials
- Write functional text such as labels, directions, and graphs or tables
- Respond in writing to a literary selection and identify the character(s), setting, sequence and main idea
- Participate in a group response to a literary piece that makes a personal, social, and/or multiples text connection
- Write a report with title and three facts using informational sources