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.

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 following story to the right is an example of acceptable writing by a student at the end of Grade 1.

Content means what a student has written. In the given 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. Content is organized because it starts by introducing the rabbit and ends with a sentence that wraps everything up nicely.

Word Choice means that everyday words and some interesting words are used. The given example uses interesting words like fluffy and lush (fluffy, fluffy).

Voice means that the student’s personality or style comes through in the writing. In the given example, the writer’s voice comes through with a personal touch (the hope that he or she is taken care of). An interesting name for the pet rabbit (Lotus).

Sentence Structure means the type and variety of sentences used. The given example uses a variety of sentences.

Conventions means spelling and punctuation. Every sentence in Grade 1 ends with a period and most begin with a capital letter. Many everyday words are spelled correctly in Grade 1, as in, us, and even misspelled words can be sounded out by the reader (there, were, etc.)

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 you write something about something you know?
- Share lots of details?
- Include a beginning, middle, and end?
- Choose some exciting words in your writing?
- Let your feelings show through?
- Start your 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?
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 behaviors, 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 uses 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, etc.

Reading familiar books or other materials smoothly and with expression

Encourage your child to read aloud and read favorite 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.

Books to build reading skills

End of Grade 1

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

Early Grade 1

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

You can be involved as your child learns to read.

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?

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?

By the end of Grade 1, your child should be able to read and understand text similar to the example at the right. This 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, seeing=2).

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.