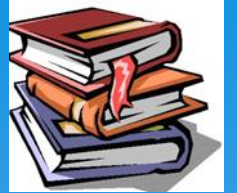


# ELA : Moving Up From Kindergarten to First Grade



ELA From K to First Grade : Chiarelli Holtzman Pappas

# Reading Expectations In First Grade



ELA From K to First Grade : Precentors N Chiarellie, A Holtzman, S Pappas

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
<p><b><u>Kindergarten</u></b> Emergent Story Books Shared Reading</p>	<p><b><u>Kindergarten</u></b> Emergent Story Books Shared Reading A/B (with book intro)</p>	<p><b><u>Kindergarten</u></b> B/C (with book intro)</p>	<p><b><u>Kindergarten</u></b> 1=Early Emergent 2=A/B (with book intro) 3=C (with book intro) 4=D/E</p>	<p><b><u>Kindergarten</u></b> 1=B or below 2=C (with book intro) 3=D/E 4=F or above</p>
<p><b><u>Grade 1:</u></b> 1=B or below 2=C 3=D/E 4=F or above</p>	<p><b><u>Grade 1:</u></b> 1=C or below 2=D/E 3=F/G 4=H or above</p>	<p><b><u>Grade 1:</u></b> 1=D or below 2=E/F 3=G/H 4=J or above</p>	<p><b><u>Grade 1:</u></b> 1=E or below 2=F/G 3=H/I/J 4=K or above</p>	<p><b><u>Grade 1:</u></b> 1=F or below 2=G/H 3=I/J/K 4=L or above</p>



# Kindergarten Level D

Children reading Level D books need to learn and consistently use the following strategies, skills, and behaviors:

- Use some of the letter(s) of a word (including some of the final letters) along with meaning and word order sources of information. The child first attends to beginning letter(s) and then progresses to using final letter(s). If a child reads, "I slam a goal," instead of "I
- Readers Make return sweep on more than one line of print.
- Readers Read known words in text automatically.
- Readers Begin to integrate sources of information: making sure it makes sense, sounds right and looks right.
- Readers begin to analyze story to comment on events or characters and make inferences.



Dad and I do things together on Father's Day.

#261626161616

3



Dad and I eat breakfast on Father's Day.

#261626161616



Dad and I plan a trip on Father's Day.

#261626161616

5

# Exiting Kindergarten/Entering First Grade Level E Expectations

**Notice errors and cross-checks with unused source of information.** If a student reads “I saw a lizard *slide* by fast,” and the text reads “I saw a lizard *slither* by fast.” The student should have learned in Level D to check the ending and notice that *slide* matches the beginning letters, but not the ending letters in *slither*.  
**Readers must Monitor for all sources of information: checking \*MSV to make sure what has been read makes sense, sounds right, and looks right : In**

- **Readers Use internal parts of words—with beginnings and endings.:**

**BY** this time the reader is tracking print with eyes, and uses finger only at points of difficulty. The reader is also giving fuller retellings and summarizes, making inferences, and commenting on story events.

*On this level the reader is now ready to ready with fluency and phrasing on repeated readings of the same text.*



The teacher had a problem.  
Too many kids wanted to help  
feed Fred!

# In Reading .....

## Examples of Level F

### Reading Strategy

Retell to understand text

### Comprehension

Identify characters, setting, and plot

### Phonological Awareness

Discriminate short vowel /e/ sound

### Phonics

Identify short vowel e

### Grammar and Mechanics

Recognize and use question marks



Mom says I have to clean  
my room.  
Can you help me sort  
my clothes?



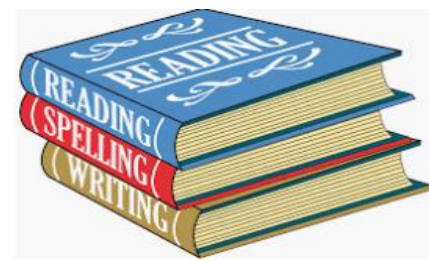
I found six blue socks and  
put them in a pile.  
Thank you for your help!

# Transitioning From K to First Grade In Writing

## Rubric for Information Writing—First Grade

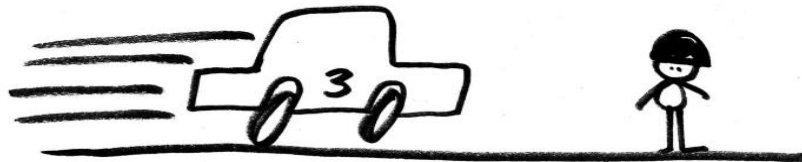
1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS
<b>STRUCTURE</b>				
Mid-level	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught her readers about a topic.	Mid-level
Mid-level	The writer told what her topic was.	Mid-level	The writer named his topic in the beginning and got the readers' attention.	Mid-level
Mid-level	The writer put different things he knew about the topic on his pages.	Mid-level	The writer told different parts about her topic on different pages.	Mid-level
Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending.	Mid-level
Mid-level	The writer told, drew, and wrote information across pages.	Mid-level	The writer told about her topic part by part.	Mid-level
<b>DEVELOPMENT</b>				
Mid-level	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in his writing to teach about his topic.	Mid-level
Mid-level	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	Mid-level

1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS
<b>LANGUAGE CONVENTIONS</b>				
Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks ( <i>at, op, it, etc.</i> ) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.	Mid-level
Mid-level	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level



# Kindergarten Information

## Writing



Car racing is cool. The cars have numbrs on them. Drivers wear hlmts.

### WRITING

Writing Post on Demand: \_\_\_\_\_

Published Piece: \_\_\_\_\_

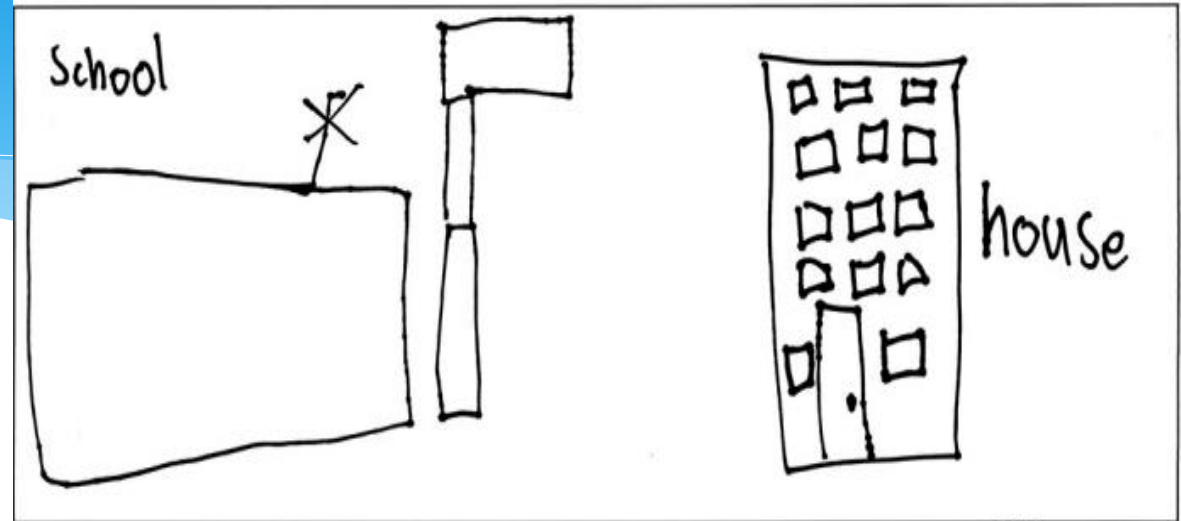
Writing Behaviors/ Effort: \_\_\_\_\_

Overall Writing Grade: \_\_\_\_\_

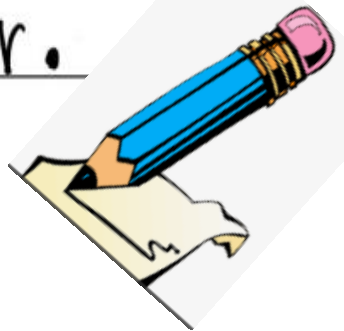
Writing skills your child is still working on:

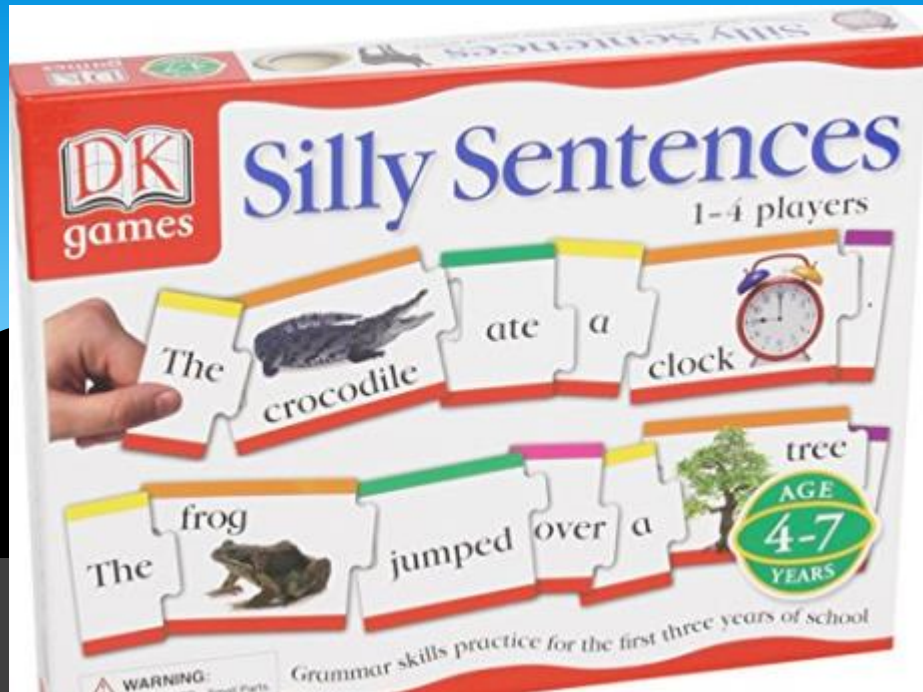
- Generating Ideas & Planning
- Drafting
- Revising & Elaboration
- Editing, Spelling, & Punctuation
- Handwriting
- Volume

## First Grade Student Sample



Some bildings are made out of <sup>brick.</sup> brik.  
School is made out of brick. some houses  
are made out of brick, too. the bricks  
stick together with moreter.  
more ter is a kind of sument.





## Games

\* Jar of sentence starters :

Ex: Once there was an orange .....

Once there was a frog that wanted to .....

Or

\* Turn one of the silly sentences into a silly story

\* Write a review of a movie – was it good or bad explain why

\* Dictation

\* Journal Writing

\* Letter Writing to loved ones

