Grade One Benchmarks

> *Use as a quick overview to help guide your Grade 1 literacy program planning at the start of the year and to collect evidence of student growth using the Early Literacy Profile at year end.*

1. **Familiarity with letters of the alphabet** – recognition and production

By the end of Term 1 (at >80% level), the student should:

- ❑ name the upper and lowercase letters
- ❑ sequence all letters (upper and lowercase) alphabetically
- ❑ produce most letter sounds for alphabet letters
- ❑ produce a word beginning with letter/sound for most letters

By the end of Term 2 (at 100% level), the student should:

- ❑ name the upper and lowercase letters
- ❑ sequence all letters (upper and lowercase) alphabetically
- ❑ produce most letter sounds for alphabet letters
- ❑ produce a word beginning with letter/sound for most letters

2. **Phonological Awareness** (oral assessment)

By the end of Term 2, the student should, in addition to the mastery of Kindergarten benchmarks, be able to:

- ❑ isolate final phonemes
- ❑ blend phonemes
- ❑ segment syllables and phonemes

3. **Reading Benchmarks**

By the end of Term 1, the student should:

- ❑ read grade level text at an instructional level - PM levels (2-8)
- ❑ recognize basic sight words at Beginning Grade One (List 1) out of context

By the end of Term 2, the student should:

- ❑ read grade level text at an instructional level – PM levels (5-14)
- ❑ recognize basic sight words at Middle Grade One (List 1-2) out of context
- ❑ be able to retell main characters and setting in simple terms

By Term 3 of Grade 1, the student should:

- ❑ read grade level text at an instructional level – PM levels (9-17)
- ❑ recognize basic sight words at End of Grade one (List 1-3) out of context
- ❑ orally retell events of a story in sequence using some text vocabulary (most or all events)
- ❑ recall characters and setting for a story
- ❑ read sentences or phrases with fluency (in familiar text)