

1st Grade (6-7 Years)

Expressive Language / What the Child Says

- Uses preposition "above" (6 years, 6 months)
- Uses most parts of speech, grammar is mostly acquired
- Begins to master exceptions to grammatical rules (5-7 years)
- Use and understanding of passive sentences begins (5-7 years)
- Expresses ideas with a variety of complex sentences
- Asks/answers factual and inferential questions
- Gives directions
- Uses a variety of words, not just the same ones over and over
- Total # of words in 100 utterance speech sample: 457-622 (7 years)
- Total # of different words in 100 utterance speech sample: 173-212 (7 years)

Receptive Language / What the Child Understands

- Follows 3 step directions and multi-step unrelated commands
- Answers more complex "who", "what", "where", "when", "how" and "why" questions
- Listens to and understands grade level stories that are read aloud to them
- Demonstrates listening comprehension by recalling information and responding to instruction

Narrative Development

- Complex Episodes / Multiple Episodes (7 years)
- Complete Episodes / True Narratives (6 years)
- Narratives have a theme, character, plot, logically sequenced, temporally ordered, initiating even, action, consequences, emotion, and resolution
- Contain at least 5 story grammar elements (example: setting, characters)

Phonological Awareness (5-7 years)

- Able to match all sounds with the written letter and name (grapheme/phoneme correspondence)
- Alliteration solidifies. They can identify words beginning with the same letter.
- Rhyming solidifies. They know the onset (the beginning sound that changes) and the rime (the last part of the word that rhymes)
Examples: "park" and "bark" rhyme ("p" and "b" are the onsets, "ark" is the rhyme) "witty" and "kitty" rhyme ("w" and "k" are the onsets, "itty" is the rhyme)
- Segmentation, blending, and manipulating of words and syllables solidifies
Examples: put the words "butter" and "fly" together and you get... "butterfly"
take "room" off of "bedroom" and you get... "bed"
change "cat" to a new word by putting "p" in the front and it becomes... "pat"
take the "t" off the end of "cat" and you have... "ca"
put "s" on the end of "cat" and you have... "cats"

Reading

- Creates words that rhyme
- Blends separate sounds to form words
- Identify all sounds in short words
- Match spoken words with print
- Reads words by sight (about 100)
- Applies knowledge of how print is organized

Writing

- Expresses ideas through writing
- Prints clearly
- Spells frequently used words
- Begins sentences with capital letters & uses end punctuation (. ? !)
- Writes a variety of short compositions

Social/Play

- Starts and takes turns in conversations
- Stays on topic
- Uses many types of expression to express needs, wants, and ask questions or give information