1ST GRADE

A FAMILY GUIDE FOR STUDENT SUCCESS







MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

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Published 2016

The MDE would like to thank the following individuals for their expertise, commitment, and time devoted to the development of this guide.

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1ST GRADE

STUDENT EXPECTATIONS

Parents are their child's first teachers in life and know their child better than anyone else. Parents have valuable insights into their child's needs, strengths, abilities, and interests. The collaboration of parents and educators is vital in guiding each child toward success. The *Family Guide for Student Success* outlines what your child should learn at each grade level from pre-kindergarten through eighth grade. You can encourage your child's academic growth by reinforcing classroom activities at home. The *Family Guide for Student Success* booklets represent what all students should know and be able to do at the end of each grade level. The achievement of the expectations will help your child meet the assessment standards established by our state. It is only through your support and active participation in your child's education that we form a partnership for success for all the children in Mississippi.

If you have special questions regarding curriculum or school programs, please call your child's school. Do not be afraid to reach out to your child's teacher for additional activities to support mastery of the standards. This guide will help set clear and consistent expectations for your child, build your child's knowledge and skills, and help set high goals for your child.



READING

In first grade, your child will build important reading, writing, speaking, and listening skills. Your child will continue to learn the letters and sounds that make up words. He will think, talk, and write about what he reads in stories, articles, and other sources of information. In his writing, your child will work on putting together clear sentences on a range of topics using a growing vocabulary. Activities in these areas will include:

- Reading stories and showing he understands the lesson or moral of the story.
- Asking and answering questions about a story, including characters, setting, and major events.
- Comparing and contrasting the experiences of different characters.
- Identifying the reasons an author gives to support a point.
- Explaining differences between texts that tell stories and texts that provide information.
- Participating in class discussions by listening, responding to what others are saying, and asking questions.
- Describing people, places, things, and events; expressing feelings and ideas clearly.
- Learning basic rules of spoken and written English.
- Working with others to gather facts and information on a topic.
- Writing to describe an event, provide information on a topic, or share an opinion.

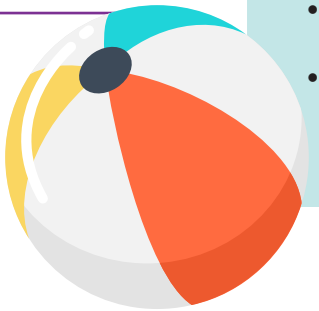
Your child can ask and answer questions about key details in both fiction and nonfiction texts.

- Ask questions to clarify meaning.
- Visualize key elements within the text.
- Ask and answer questions before, during, and after reading.
- With a question in mind, take notes based on reading.

VOCABULARY

FICTION is a story that is make-believe; includes characters, a setting, a problem, and a solution.

NONFICTION is a text that gives true information or facts; includes things such as photographs, charts, or maps.



HELP AT HOME

- Play "Question Toss." Ask a question then toss a ball to your child. He answers the question then asks a related follow-up question and tosses the ball back to you. Repeat.
- Encourage your child to ask questions about the text before, during, and after reading.
- Ask your child questions before, during and after reading a book. Ask questions such as:
  - What do you think will happen next?
  - Where is this story happening?
  - What do you think the problem was in the story and was the problem solved?

Your child can retell stories, including key details, and demonstrate understanding of the central message or lesson.

- Identify the major character, setting, problem, and solution when retelling a story.
- Make connections to a text, based on prior knowledge.
- Identify the main topic of a multi-paragraphed text.
- Demonstrate the ability to understand the main topic of a paragraph.

HELP AT HOME

- Use a story map to identify the characters, setting, problem, and solution.
- Show a picture to your child and ask him to tell you everything he can about the picture.
- After reading a book, have your child start at the beginning and tell the important details and events that happened. Then, retell the middle and end of the story in the same way.

RESOURCES

SAMPLE STORY MAP

Using a sheet of notebook paper or construction paper, make a simple story map for your child to complete as he reads a story.

BOOK TITLE: _____ AUTHOR: _____

CHARACTERS

SETTING

PROBLEM

SOLUTION

Your child can describe characters, settings, and major events in a story, using key details.

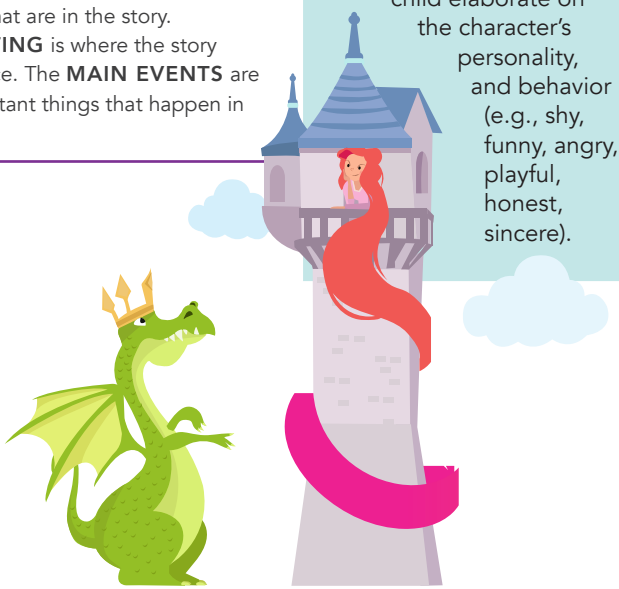
- Identify the characters in a story.
- Orally describe a character.
- Identify basic story elements, as well as major events or challenges, within a story.
- Use prior knowledge to predict what might happen next in the text.
- Establish a connection that relates to the main topic.
- Identify the cause and effect or the problem and solution of the actions, events, or steps and how it relates to the topic.
- Monitor thinking so that he understands when meaning is lost.

VOCABULARY

CHARACTERS are the people or animals that are in the story. The **SETTING** is where the story takes place. The **MAIN EVENTS** are the important things that happen in the story.

HELP AT HOME

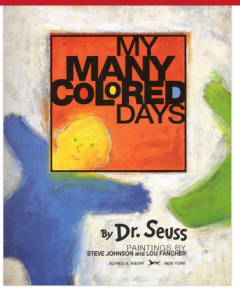
- Ask your child questions before, during and after reading a book. Ask questions such as:
  - "What do you think will happen next?"
  - "Where is this story happening?"
  - "What do you think the problem was in the story and was the problem solved?"
- Ask your child to list several possible outcomes for the story.
- Choose a character from a favorite book or movie and have your child describe his hair color, eye color, face shape, body shape, etc. Then have your child elaborate on the character's personality, and behavior (e.g., shy, funny, angry, playful, honest, sincere).



Your child can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- Understand words that portray different feelings and emotions (e.g., happy, sad, joyful, angry).
- Interpret context by using picture clues to understand feelings or emotions.

RESOURCES



HELP AT HOME

- Read stories that show different feelings, such as Dr. Seuss' *My Many Colored Days*. Discuss the different feelings each color represents.
- Read poems appropriate for first grade. Discuss with your child how the poem makes him feel and what words suggest those feelings.
- After reading a book, ask your child how that book made him feel and what part of the book made him feel that way.

Your child can explain major differences between books that tell stories (fiction) and books that give information (nonfiction), drawing on a wide range of text types.

- Compare and contrast books that tell a story (fiction) and those that give information (nonfiction).
- Understand informational text features (e.g., table of contents, headings, captions, diagrams).
- Understand that books that tell stories include poems, fables, fantasy, etc.

HELP AT HOME

- Using a storybook and an informational book, flip through the pages. Notice the visual differences between the two books. Explain to your child what each book has that is similar and different.

VOCABULARY

COMPARE refers to how things are the same.

CONTRAST refers to how things are different.

Your child can identify who is telling the story at various points in a text.

- Identify the characters that are in the story.
- Identify the narrator.
- Understand the points at which the characters are having conversations.
- Understand that the author's purpose can be to entertain, share information, or persuade someone to do something.

VOCABULARY

A **NARRATOR or SPEAKER** is the person who is telling the story.

HELP AT HOME

- Read several stories where characters are having conversations between each other. Stop while reading and discuss who is talking at different points.
- Read fractured fairy tales, such as "The True Story of the Big Bad Wolf," as well as the original version of the fairy tale, "The Three Little Pigs." Discuss the different points of view and who is telling their side of the story.



Your child can use illustrations and details in a story to describe its characters, setting, or events.

- Identify characters, setting, problem, and, solution.
- Understand that illustrations and drawings give information that supports the written text.
- Use visual cues found in the illustrations and drawings to infer, predict, and draw conclusions about the text.

VOCABULARY

To **PREDICT** is to guess at what you think will happen next, based on the information that you already know.

INFERRING means to "read between the lines" rather than just think about what information is given to you directly within the text.

HELP AT HOME

- Before reading, do a "picture walk" through a book with your child. Look at each illustration and discuss what might be happening. Then read the book to see if your predictions were correct. Compare your predictions to what actually happened.
- Show your child an illustration (picture) in a book. Have your child describe what is happening in the picture.
- Using illustrations from a book, have your child predict what different things could happen next.

Your child can identify the main topic and retell key details of a text.

- Understand the difference between main idea and key details.
- Use text features and/or illustrations to determine main idea and details.

HELP AT HOME

- After reading a book, have your child sum up the book in one or two sentences. Have him decide what the entire story was about. Then have your child give details that support the main idea of the story.
- For longer books, have your child tell the main idea and key details in each chapter, rather than the entire book.

Your child can compare and contrast the adventures and experiences of characters in stories.

- Identify the characters in the story.
- Compare (tell what they have in common).
- Contrast (tell how they are different).



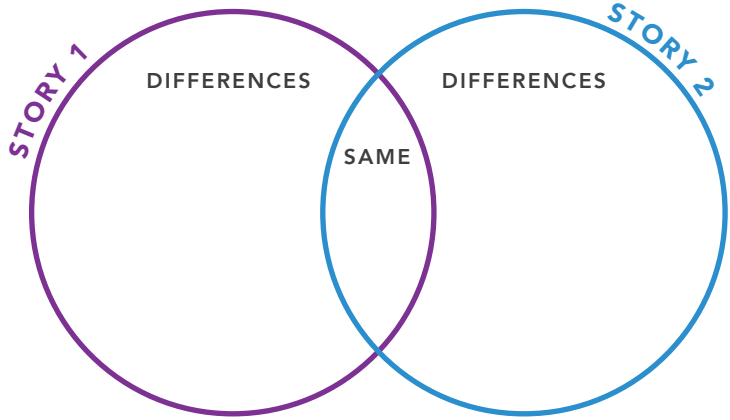
HELP AT HOME

- Read two stories that have the same character. For example, read two different versions of "The Gingerbread Man." Have your child compare and contrast the adventures that "The Gingerbread Man" has in both stories. How are they the same and different?
- Use a Venn diagram to compare and contrast the two versions of the story.
- After reading, have your child compare and contrast two characters from the same story. For example, after reading "The Three Billy Goats Gruff," have your child compare and contrast the billy goats and the troll.

RESOURCES

SAMPLE VENN DIAGRAM

Using a sheet of notebook paper or construction paper, make a simple Venn diagram for your child to complete after he reads two stories.



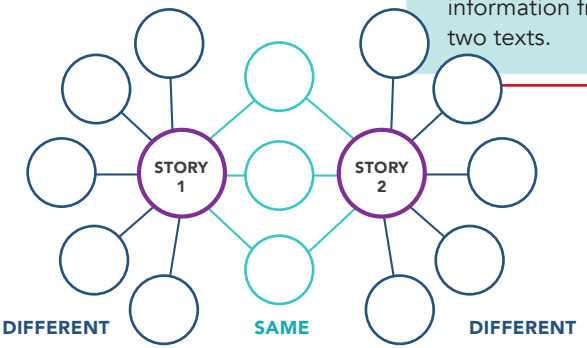
Your child can describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Use background knowledge and experiences to understand the text.
- Understand authors write about real people, events, and ideas in an informational text.

RESOURCES

SAMPLE DOUBLE BUBBLE

Using a sheet of notebook paper or construction paper, make a simple double bubble map for your child to complete after he reads two stories.



HELP AT HOME

- Read a variety of different types of stories involving multiple characters with interactions between other characters.
- Read two informational texts that have similar themes. Discuss the connection between the two texts.
- Use a double bubble map to organize your information from the two texts.

Your child can ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

- Use background knowledge and experiences to convey meaning of unfamiliar words in a text.
- Understand that questions often begin with who, what, when, where, why, and how.
- Make notes, while reading, when he has questions about the meaning of a word that needs to be clarified.

HELP AT HOME

- Have your child re-read text and/or read ahead, to clarify the meaning of an unfamiliar word found in texts.

Your child can know and use various text features to locate key facts or information in a text.

- Understand the difference between informational or nonfiction text and fictional text.
- Understand text features assist readers in locating information quickly.
- Understand text features are used to share additional information in a text.
- Use text features in order to gain full understanding of informational text, readers must use text features.

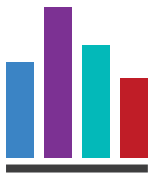
HELP AT HOME

- Explore different forms of nonfiction text (e.g., newspaper/magazine articles, biographies, informational/historical text). Identify the different text features that the author uses.
- Discuss with your child the important information that each text structure adds to the text.
- Write down information learned from text features to clarify understanding.

TEXT FEATURES

Common text features include:

- Photographs
- Captions
- Labels
- Illustrations
- Maps
- Indexes
- Glossary
- Diagrams
- Table of Contents
- Charts and graphs
- Icons



Your child can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- Understand the difference between pictures and words.
- Identify important details contained in pictures or other illustrations.
- Understand that words and pictures work together to provide information.

HELP AT HOME

- While reading, divide a sheet of paper into two columns. Use one column for information found within the text and the other column to record information learned through the text features.

Your child can identify the reasons an author gives to support points in a text.

- Recall details from a text.
- Determine what are considered relevant and irrelevant details.

HELP AT HOME

- Use a graphic organizer to help organize and summarize a text and organize the supporting details.

INTERNET RESOURCES



Visit these websites to find different types of graphic organizers:

- http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension
- http://www.eduplace.com/graphicorganizer/
- http://www.scholastic.com/teachers/collection/graphic-organizers

Your child can identify basic similarities in, and differences between, two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- Identify similarities (compare) and differences (contrast) between objects, characters, texts, etc.

HELP AT HOME

- Using two nonfiction books that have a similar topic (e.g., "How to" books that describe the process of how something is made), have your child compare the two texts, point out similarities in procedures, illustrations, or processes.
- Use graphic organizers to record and organize information in comparing and contrasting the two texts.

Your child can recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- Know the difference between a capital letter and a lowercase letter.
- Understand that all sentences begin with a capital letter and end with correct punctuation.
- Understand that a series of words makes up a sentence.



HELP AT HOME

- Using a newspaper article, use a highlighter or marker to highlight the capital letters in the text.
- Write several simple sentences on a piece of paper. Have your child decide which punctuation mark needs to be placed at the end of the sentence.
- Using any book, have your child "frame" a sentence using two fingers. Place one finger at the beginning of the sentence and one at the end of the sentence.

Your child can distinguish long from short vowel sounds in spoken single-syllable words.

- Know the sounds of the letters of the alphabet.
- Differentiate between vowels and consonants.
- Understand that vowels can have more than one sound.
- Understand that vowels have different pattern rules.
- Understand the rules of language that make a vowel long or short.

HELP AT HOME

- Have your child associate a short vowel sound to a key word, such as: i = igloo, a = apple, o = octopus, u = umbrella, e = elephant.
- Print a vowel pattern and vowel teams chart for your child. This will help him associate a key word to the long vowel patterns found in words.

Your child can isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- Know the sounds of the letters of the alphabet.
- Understand that letters blend together to create words.
- Identify consonant blends (e.g., bl, st, gr).
- Decompose words into their basic sounds.

VOCABULARY

INITIAL SOUND: beginning sound
MEDIAL SOUND: middle sound
FINAL SOUND: ending sound

HELP AT HOME

- Give your child a simple C-V-C (consonant – vowel – consonant) word or other one syllable word (e.g., cat, hop, sip, stop, jump). Have your child unblend the word into its individual sounds.
- Try giving your child the sounds of a C-V-C word (pausing one second between each sound). Have your child blend the sounds together to produce a word.

Your child can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- Know the sounds of the letters of the alphabet.
- Understand that sounds/letters are placed in sequential order to produce readable words.
- Understand that syllables are parts that a word is broken into.
- Understand that words can be changed by changing the initial, medial, or final sound (e.g., cat to bat).

HELP AT HOME

- Have your child listen to a spoken word and produce each individual sound that makes up that word.
- Using counters (e.g., buttons, pennies, cubes), move a counter up to represent each sound in the word (e.g., c-a-t = 3 counters, j-u-m-p = 4 counters).



Your child can understand the spelling-sound correspondences for common consonant digraphs.

- Know the sounds of each letter of the alphabet.
- Understand that some letters can be joined together to make one sound.

INTERNET RESOURCES

A list of common digraphs can be located on the Internet.

HELP AT HOME

- Print a digraph chart of the most common digraphs. This will help your child associate a key word and picture with each of the digraphs.
- Have your child practice unblending words that contain digraphs and writing them correctly.

Your child can understand final -e and common vowel team conventions for representing long vowel sounds.

- Understand vowel patterns and vowel teams in order to decode words.
- Apply word analysis skills to decode unfamiliar words.

RESOURCES

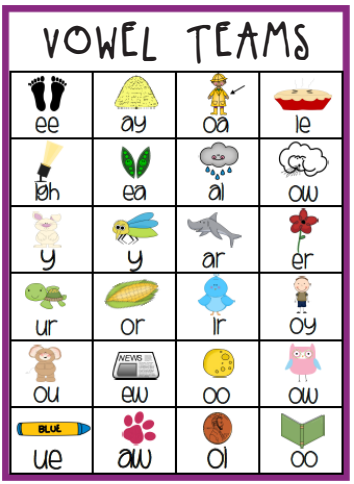


Image from http://chaplinschool.org/academics/classrooms/grade-2-mrs-rossi/2nd-grade-resources-reading-foundational-skills/

HELP AT HOME

- Give your child a word card with simple C-V-C words that when an "e" is added to the end, the word changes (e.g., cap = cape, hat = hate, hop=hope, cut = cute). Have your child use a magnetic letter or cut out letter "e" and place at the end of the word card. Say the new word with the long vowel sound.

VOWEL TEAMS

- They come as a team.
- Two vowels next to each other.
- Two letters that come to together to make one sound.
- Some vowel teams can be spelled more than one way (e.g., ai-r**ai**n; ay-h**ay**).

Your child can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- Know the sounds of the letters of the alphabet.
- Distinguish between vowels and consonants.
- Understand that each syllable must have a vowel sound.
- Understand vowel patterns and vowel teams.

HELP AT HOME

- Call out any word to your child and have him clap the syllable pattern (e.g., hip-po-pot-a-mus = 5).
- Write a word on a card or paper. Have your child try to find where to divide the word between the syllables (e.g., helicopter = hel / i / cop / ter).

Your child can read words with inflectional endings.

- Read through the entire word.
- Understand suffixes -s, -es are added to nouns to mean more than one.
- Understand suffix -ing is added to a verb to mean it is happening now.
- Understand that -ed is added to a verb to mean that it has already happened.

VOCABULARY

INFLECTIONAL ENDINGS are letters added to the end of a base word that changes the word's meaning (e.g., bats, wishes).

HELP AT HOME

- Using a magazine, or newspaper article, have your child use a highlighter to locate words that contain a suffix.
- Write a simple base word on a card. Have your child add a suffix to the word to change the meaning of the word (e.g., plant + s = plants, plant + ed = planted, plant +ing = planting). To extend the learning have your child produce a sentence with the newly created words to help him understand when each is used and how they are different.

Your child can recognize and read grade appropriate irregularly spelled words.

- Understand that some words cannot be decoded (unblended) in order to read and do not follow predictable patterns.

FRY SIGHT WORD LIST 1-100

Ranked by Frequency/Grouped by Five
"These are the most common words in English, ranked in frequency order. The first 25 make up about a third of all printed material. The first 100 make up about half of all written material."
(Fry & Kress, 2006, p.51)

HELP AT HOME

- Using "Fry's First 100-Word List," create flashcards for unpredictable word pattern words. Starting with 5-10 cards, practice reading these cards until your child has reached mastery. When your child has reached mastery on a card, replace that card with a new word to learn. Review cards that have been achieved weekly.

LIST 1	LIST 2	LIST 3	LIST 4	LIST 5
the	in	he	as	at
of	is	was	with	be
and	you	for	his	this
a	that	on	they	have
to	it	are	I	from

LIST 6	LIST 7	LIST 8	LIST 9	LIST 10
or	but	we	there	she
one	not	when	use	do
had	what	your	an	how
by	all	can	each	their
word	were	said	which	if

LIST 11	LIST 12	LIST 13	LIST 14	LIST 15
will	many	some	him	two
up	then	her	into	more
other	them	would	time	write
about	these	make	has	go
out	so	like	look	see

LIST 16	LIST 17	LIST 18	LIST 19	LIST 20
number	my	call	find	get
no	than	who	long	come
way	first	am	down	made
could	water	its	day	may
people	been	now	old	part

Your child can read grade level text with purpose, understanding, accuracy, appropriate rate, and expression on successive readings.

- Demonstrate an understanding of a text when it is read aloud.
- Understand that a reader has a purpose when reading.
- Read with fluency and expression.

STAGES OF READING DEVELOPMENT

EARLY EMERGENT READERS are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words.

EMERGENT READERS are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes.

EARLY FLUENT READERS are experiencing a greater variety of text and are able to recognize different styles and genres. Independence often varies with the type of text being read.

HELP AT HOME

- When reading aloud to your child, demonstrate the different voices and emotions of each character through your tone of voice and expressions.
- Create a printed copy of a text for your child. Have him use crayons, markers or highlighters to highlight the sections of text that show someone is speaking (usually in quotations). Then have your child read the text paying close attention to the expression he uses when he gets to these sections.

FLUENT READERS read a wide range of text types and do so independently. They will continue to refine and develop their reading skills as they encounter more difficult reading materials. For the most part, they are capable of improving their reading skills and selection of materials independently through increased practice.

Your child can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Understand that text needs to be read with accuracy in order to support comprehension.
- Reading a text multiple times helps the reader with accuracy, rate, expression, and understanding.

HELP AT HOME

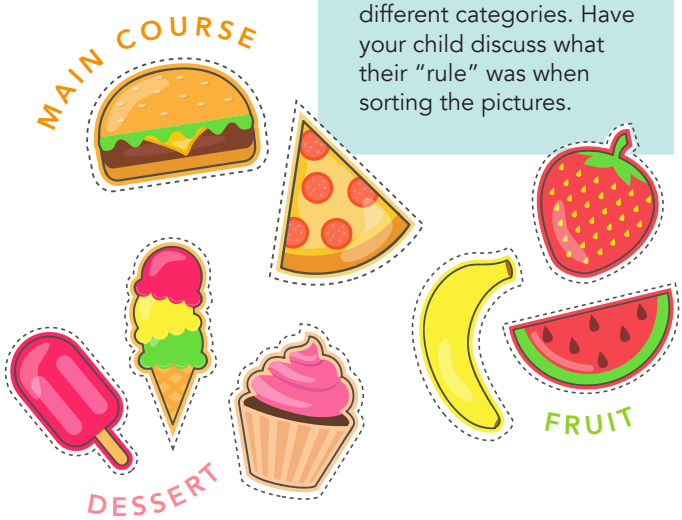
- Read texts aloud.
- Read a portion of a text multiple times to confirm understanding.

Your child can sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

- Understand that words can be grouped together based on different attributes.

HELP AT HOME

- Write several words on index cards that fit into 2-3 categories (e.g., animals, food, colors). Have your child sort the cards into their correct categories.
- Use pictures cut from a magazine and have your child sort the pictures into different categories. Have your child discuss what their "rule" was when sorting the pictures.



Your child can distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

- Understand that some words can have several meanings.
- Understand synonyms are words that have similar meanings.

HELP AT HOME

- Create a word bubble in the middle of a piece of paper. Write a word in the bubble that can have several synonyms. Have your child come up with as many words as possible that have a similar meaning. (e.g., big = large, gigantic, enormous, massive, huge).

RESOURCES

SAMPLE WORD BUBBLE

Using a sheet of notebook paper or construction paper, make a simple word bubble as shown below. Write a word in the center bubble. Fill the remaining circles with synonyms for the word in the center.

