

# Wilson County Schools



First Grade Community Resource

ELA



**2017-2018**

<b>Parent Resources</b>	
<a href="#"><u>Helping Your Child at Home</u></a>	
<a href="#"><u>K-2 Standards Based Report Card</u></a>	<p>This Elementary Curriculum Guide for First Grade provides parents/guardians of elementary school students with an overview of the ELA curriculum. This document reflects the North Carolina Standard Course of Study, the state's standards that teachers are required to teach at each grade level. These are the standards that are assessed on the Literacy Assessments in first grade. Please read the information in this booklet carefully.</p>
<a href="#"><u>Parent Roadmaps for ELA Standards</u></a>	<p>We hope that this information will be helpful to you and that you will use it as a reference throughout the year. If you have questions, please talk with your child's teacher, curriculum facilitator, or school administrator.</p>
<a href="#"><u>Resources for Reading for Literature and Information</u></a>	<p>The ELA Common Core Standards (CCSS) for elementary education are divided into five strands: Reading, Writing, Reading Foundations, Language, and Speaking &amp; Listening. The grade level standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career ready expectations.</p>
<a href="#"><u>Resources for Writing</u></a>	
<a href="#"><u>Resources for Language</u></a>	
<a href="#"><u>Resources for Foundational Skills</u></a>	
<a href="#"><u>Resources for Speaking &amp; Listening</u></a>	
<a href="#"><u>Technology Resources (online sites, apps, etc)</u></a>	



# Helping Your Child at Home

- Talk about school. Learn about your child's friends, teachers, assignments, and activities.
- Attend school functions as often as possible (open house, PTA/PTO, parent/family nights, etc.).
- Communicate frequently with your child's teacher to help him/her better understand your child's needs and to find out how you can help your child at home.
- Read to or with your child every night for 20-30 minutes. Before you read each book, read the title and look at the cover and pictures inside. Ask your child what he/she thinks the book may be about (prediction). After reading the book, review his/her prediction. Was the prediction right? If not, what happened instead?
- Allow your child to see you reading (books, newspapers, mail, magazines).
- Show your child that education is important by being interested in his/her work. This will encourage your child to do well in school.
- Encourage your child to write notes, grocery lists, and directions.
- Help your child get organized. Develop a routine for doing homework and packing/unpacking his/her bookbag.
- Provide a quiet place that has everything your child might need for doing homework (pencils, paper, etc.).
- Provide support and guidance, but allow your child to do assignments him/herself.
- Help your child take responsibility for his/her work.
- Establish a game night as an alternative to TV watching.
- As much as possible, provide learning experiences outside of school (parks, libraries, museums, zoos, historical sites).
- Keep a set of flashcards in the car (sight words; alphabet letters; addition, subtraction, multiplication, and division facts; shapes; etc.).
- Visit the public library often. Encourage your child to be responsible for his/her library card and for the books he/she checks out.
- Praise your child for authentic progress and effort.

# K-2 Standards Based Report Cards



## [Parent's Guide to K-2 Standards-Based Grading & Elementary Report Cards](#)

In Wilson County Schools, we envision a student-friendly report card with clearly identified learning targets aligned to the North Carolina Standard Course of Study, while providing high quality instruction and assessments. Our Standards-Based report card provides meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts and standards and reflect upon strengths and areas for improvement.

### **What is standards-based grading?**

Standards-based grading is a grading system, which involves measuring students' mastery of a set of clearly defined standards. Its purpose is to identify what a student knows or is able to do based on these pre-established standards, rather than averaging grades/scores, which may not provide an accurate picture of what a student has or has not learned.

### **What is a standards-based report card?**

A standards-based report card lists the most important skills students should learn in each subject at a particular grade level.

The ELA section of the Standards-Based Report Card is divided into six strands. The include the following:

- Reading Literature
- Reading Informational Text
- Reading Foundational Skills
- Writing
- Speaking and Listening
- Language

## **Some examples of standards your first grade child will be assessed on include:**

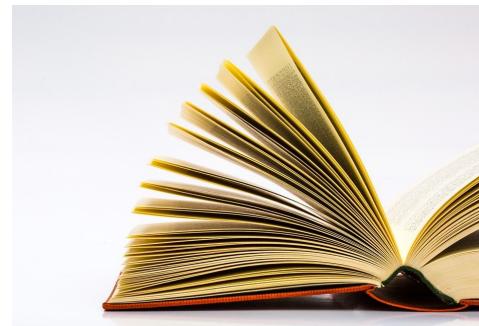
- Using phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing
- Describing characters, settings, and major events in a story, using key details
- Getting facts and information from different writings
- Writing about a topic, supplying some facts, and providing some sense of opening and closing
- Participating in shared research and writing projects (e.g., exploring a number of “how-to” books and using them to write a sequence of instructions)
- Taking part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion
- Describing people, places, things, and events with relevant details, expressing ideas and feelings clearly and with complete sentences
- Producing and expanding complete simple and compound statements, questions, commands, and exclamations
- Identifying the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal or a club used in baseball)
- Learning to think about finer distinctions in the meanings of near-synonyms (e.g., marching, prancing, strutting, strolling, walking)



[\*\*Parent Roadmap for First Grade\*\*](#)

[\*\*Parent Roadmap for First Grade \(Spanish\)\*\*](#)

<b>Parents Guide to Student Success</b>	<b>Guía Para Padres Para Fomentar el Éxito Escolar</b>
<a href="#"><u>Kindergarten</u></a>	<a href="#"><u>Kindergarten</u></a>
<a href="#"><u>First Grade</u></a>	<a href="#"><u>Primer Grado</u></a>
<a href="#"><u>Second Grade</u></a>	<a href="#"><u>Segundo Grado</u></a>
<a href="#"><u>Third Grade</u></a>	<a href="#"><u>Tercer Grado</u></a>
<a href="#"><u>Fourth Grade</u></a>	<a href="#"><u>Cuarto Grado</u></a>
<a href="#"><u>Fifth Grade</u></a>	<a href="#"><u>Quinto Grado</u></a>



## Reading for Literature and Information

### RL - Reading Literature, RI - Reading Information

#### Key Ideas and Details

**What it means:** Your child will be encouraged to carefully read many books and texts. Within these texts, your child will be working to understand what is happening, summarize key events or points and recall details important to the story or topic. Your child should read both fiction and nonfiction texts and be able to retell stories and share important information.

#### Craft and Structure

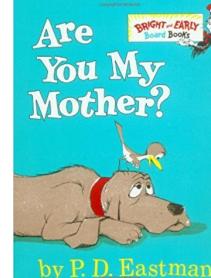
**What it means:** The standards within this area (or "strand") focus on specifics within a book, for example, an author's specific word choices or phrases. A second emphasis relates to understanding the underlying structure of common types of texts, including storybooks, poems and more.

#### Integration of Knowledge and Ideas

**What it means:** Within this strand, students will be working to compare and contrast details from stories, describe key ideas using details in informational text, and tell how two texts on the same topic differ.

#### Range of Reading and Level of Text Complexity

**What it means:** Teachers will be using a variety of techniques to introduce a range of books and other written material that both support and challenge a child's reading level. This may include nonfiction and fiction, infographics, poetry and more. This will be done with the ultimate goal of making sure students understand what they're reading.

Standards Taught	Parent Activities	Great Books to Read
<p><b>Key Ideas and Details:</b></p> <p><b>R.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Craft and Structure:</b></p>	<p><b>How parents can help:</b></p> <p>After you share a story, talk about important story elements such as beginning, middle and end.</p> <p>Encourage your child to retell or summarize the reading.</p> <p>After reading nonfiction, ask questions about the information, "Is the spider an insect? How is a spider different than an insect?"</p>	<p><a href="#"><b>1st Grade BOOK LIST</b></a></p> <p><b>Fiction</b></p> <p><b>Eastman, P. D. Are You My Mother?</b></p> 

**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**RL.1.6** Identify who is telling the story at various points in a text.

**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### **Integration of Knowledge and Ideas:**

**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**RI.1.8** Identify the reasons an author gives to support points in a text.

**RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### **Range of Reading and Level of Text Complexity:**

**R.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading is a language activity. Studies have shown that exposing your child to a variety of words helps in her development of literacy skills.

Read with your child every day. Ask your child to explain his or her favorite parts of the story. Share your own ideas.

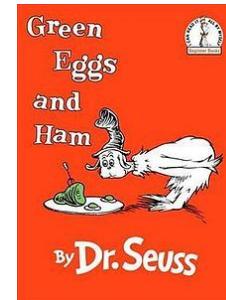
During and after reading, call attention to interesting words and phrases. This may include repeated phrases, metaphors or idioms ("sick as a dog," "a dime a dozen.").

Talk about any new vocabulary and other ways the author used language or words to make the text interesting, informative, funny or sad.

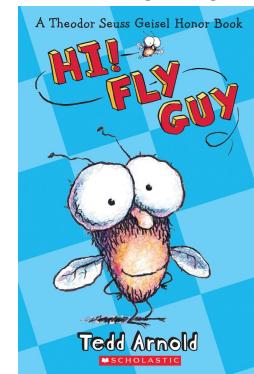
For younger students, encourage your child to describe how the illustrations within a book support the story. For older students, have fun reading different versions of the same fairy or folk tale. Talk about the similarities and differences between the two books. Then switch to nonfiction and read two books on the same topic. Compare the information in each, again focusing on similarities and differences. "Let's look at each book and think about the words used to describe weather. How are the descriptions alike? How are they different?"

Parents can help promote their child's skill while developing their reading stamina (ability to "stick with it."). This means helping them avoid frustration or anxiety about tackling a harder book. Support your reader by talking through some of the things that make a text complex, including multiple levels of meaning, inferred

#### **Seuss, Dr. Green Eggs and Ham**



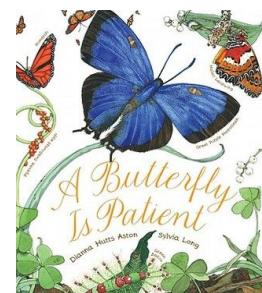
#### **Arnold, Tedd. Hi! Fly Guy**

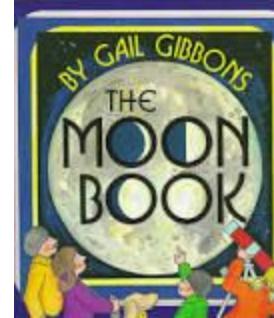


#### **Nonfiction**

#### **A Butterfly Is Patient**

by Dianna Hutts Aston, Sylvia Long



	information (implied rather than clearly stated) or more sophisticated graphics.	<b>The Moon Book by Gail Gibbons</b> 
--	--	---

## Writing

**What it means:** First grade students should be able to write opinion pieces that clearly state their preferences and supply a reason for their thinking. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the expression of ideas both verbally and in writing: In doing so, students need multiple opportunities to express opinions and develop writing behaviors. They will begin to use temporal words (now, when, then) to show order of events.

Standards Taught	Parent Activities
<b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	One great way to introduce kids to literacy is to take their dictation. Have them recount an experience or make up a story. A typical first story may be something like, “I like fish. I like my sister. I like grandpa.” Write it as it is being told, and then read it aloud.
<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Have child draw pictures and label things in the picture.
<b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<p><b>Provide a place for your child to write.</b> The area should be an area that is quiet and well lit. Stock the “writing center” with supplies such as paper, pencils and crayons. You can also gather family photos and magazines in the center that can be used as story starters.</p>

**W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.1.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **Read, read, read!**

The best activity to improve writing is reading. If your child reads good books, he will be a better writer. Reading exposes students to general vocabulary, word study and content-specific vocabulary. Through reading, students see a variety of authors' techniques that they can use in their own writing.

### **Provide authentic writing opportunities for your child.**

Have your child write his own thank-you notes, party invitations and letters to family. Let your child make the grocery list. Finding a pen pal for your child would make writing "real." Helping children make the connection between writing and the "real" world will increase an interest in writing.

### **Be a writing role model.**

Make sure your child sees you as a writer. Point out times that you use writing to communicate with others. Discuss authentic writing in the community such as articles and letters in the newspaper, on billboards or in written advertisements. Discuss the purpose of the writing and the target audience. When your child writes, you should write. You can schedule a day of the week that you will turn off the television and share your writing.

### **Start a vocabulary notebook.**

Teach your child new words each week and encourage her to use them. Make it into a game and give points for using the new words. Your child can keep a vocabulary notebook and get rewarded for the number of new words learned. The words will begin to appear like magic in her oral language and writing.

### **Ask questions.**

Always ask your child questions when he writes. Ask specific questions about your child's writing such as: "How did that happen?" "How did that make you feel?" "Can you tell me more about that...?" "What are some other words you could use to describe...?"

### **Help your child publish her writing.**

Share her writing with others, place it on the refrigerator or encourage her to write for kids' magazines. When your child's writing is published in a

	<p>children's book, she will be on her way to becoming a lifelong writer and author.</p>  <p><b>Book Creator App</b></p>
--	---

## Reading Foundations

**What it means:** Students will understand basic print features. They will learn: first word, capitalization, ending punctuation. They will have an understanding of spoken words, syllables, and sounds (phonemes). Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development. They will become fluent readers. Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.

### PRINT CONCEPTS

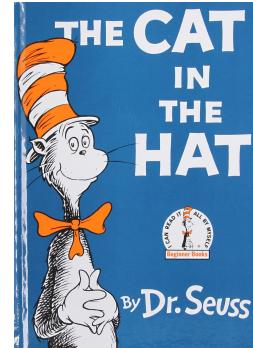
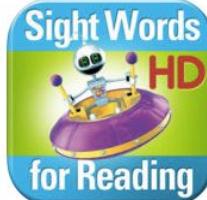
Standards Taught	Parent Activities	Great Books to Read
<b>RF.1.1</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p>Have your child highlight or point out the first word in a sentence, capital letters, and punctuation.</p> <p>When your child writes, ask them to check for capital letters and punctuation.</p>	<b>Any print material! Books, magazines, newspapers, etc.</b>

### PHONOLOGICAL AWARENESS

Standards Taught	Parent Activities	Technology Resources
------------------	-------------------	----------------------

<p><b>RF.1.2.a</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>RF.1.2.b</b> Orally produce single-syllable words by blending sounds (phonemes), including <b>consonant blends</b>.</p> <p><b>RF.1.2.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>RF.1.2.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Take turns thinking of two words that begin with the same sound. Examples: mom, moon; dog, door; fun, fast; paper, pet.</p> <p>Play the "say it fast" game. Say a word, one sound at a time and have your child say the word at a normal rate. For example, you say each sound in the word cat, "/c/ /a/ /t/." Then your child says the word at the normal speed, "cat." Play this game with about five to ten short words (e.g. am, is, it, in, on, sit, pan, sun, top, net, fin) each day.</p>	 App
---	---	--

### PHONICS and WORD RECOGNITION

Standards Taught	Parent Activities	Great Reads
<p><b>RF.1.3.a</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>RF.1.3.b</b> Decode regularly spelled one-syllable words.</p> <p><b>RF.1.3.c</b> Know final -e conventions for representing long vowel sounds.</p> <p><b>RF.1.3.d</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>RF.1.3.e</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>RF.1.3.f</b> Read words with inflectional endings.</p> <p><b>RF.1.3.g</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p><a href="#">SIGHT WORD PRACTICE</a></p> <p><a href="#">Sight Word List for 1st Grade</a></p> <p>Buy magnetic letters for the fridge. Have child practice recognizing letters, sounds, and spell sight words.</p> <p>ABC Sounds</p> <p></p> <p>Sight Word Puzzles</p>	<p><b>Read Dr. Seuss books!</b></p> <p></p> <p></p>

	 <p>Sight Word Memory Match</p> 	<p><b>Sight Words Stories App</b></p> <p><b>Read Nursery Rhymes</b></p> <p><b>Nursery Rhymes</b></p> 
--	--	--

## FLUENCY

Standards Taught	Parent Activities	Great Books to Read
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	<p>Read to your child nightly. This will promote fluency. Your child can hear what fluent reading sounds like.</p> <p>Let your child read books many, many times. The more they read the more fluent they will become.</p>	<p>Your child's teacher should send home books that your child can read independently. Listen to them read each night.</p> <p>Read aloud books from your public library.</p>

## Language

**What it means:** An understanding of language is essential for effective communication. First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts.

Standards Taught	Parent Activities
<p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><b>L.1.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Notice new words when you're reading or listening. Talk about the importance of a large vocabulary and make an effort to learn new words.</p> <p>Talk about what to do when we discover unknown words. (Hint: Don't just skip them.) Try using context clues or use another resource to find the meaning.</p> <p>Teach kids to locate words in the dictionary or use an online resource...but focus on kid-friendly definitions and examples of new words rather than complicated dictionary-style definitions.</p> <p>Keep track of the words you know. List them. Categorize them. Play games with them. Revisit them. Kids often need multiple exposures to words in order to really learn them.</p> <p>Focus on learning the right kinds of words. Pick words that are more complex or descriptive versions of common words that kids already know. (For example, descriptive adjectives and verbs.)</p> <p>Learn common roots, prefixes and suffixes to SUPERIZE vocabulary knowledge. When you learn one word part, you'll begin to easily recognize many more words with the same word parts.</p> <p>Interact with the words in some way. Draw their meaning. Act them out. Make them come alive so you'll remember them.</p> <p>Relate words to real life experiences. Make them meaningful and make connections with new vocabulary.</p> <p>Read. A lot! Read all sorts of books, signs on the wall, directions, recipes... A wide variety of reading material will expose kids to a wide variety of new words.</p>

## Speaking and Listening

**What it means:** Students in first grade will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's ideas, sharing the floor, etc).

Standards Taught	Parent Activities	Technology Resources
<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>When giving directions to your younger children, use short sentences and explain clearly what you want them to do. As they grow older, increase the length of the directions using words that describe (for example, instead of saying, "Get the book," you can say, "Please bring me your favorite storybook. It is on the desk in your room").</p> <p>Ask your children questions that require more than a "yes" or "no" answer. Some questions that help them to talk more openly are "Why do you think that happened?" "What do we do next?" "What would happen if we did it this way?" "What can we do about that?" "How can we make this better?".</p> <p>Listen carefully as your children talk to you. Answer their questions and take time to explain things to them.</p> <p>Play games such as "Red-Light Green-Light," "Mama, Puedo," and "Simon Says" that require talking, listening, following directions, and giving directions.</p> <p>Read stories and informational books aloud for as</p>	 <p><a href="#">AudioBoom</a> - app to record books</p> <p>Listen to books online! - <a href="#">Storyline Online</a>, <a href="#">FreeChildrenStories</a></p> <p><a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a></p> <p><a href="https://www.freecchildrenstories.com/">https://www.freecchildrenstories.com/</a></p>  <p><a href="#">YouTube</a> offers most any book title videos of read alouds!</p>

<p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.</p>	<p>long as you can read and your children can listen. If your children become restless, lay the book aside and come back to it at another time.</p> <p>Read stories to your children and have them tell the stories back to you.</p> <p>Record yourself reading a book and give the tape to your children. Let them play the recording and read along in the book on their own.</p> <p>Take nature walks in the neighborhood or at local parks. Spend time talking in detail with your children about things you can see, hear, or touch such as leaves, rain, and caterpillars.</p>	
---	--	--

Technology Resources		
Parent Websites	Online Reading for Students	Online Apps
<p><a href="http://www.parenttoolkit.com/explore-your-toolkit">http://www.parenttoolkit.com/explore-your-toolkit</a></p> <p><a href="http://gws.ala.org/">http://gws.ala.org/</a> - Great Websites for Kids</p> <p><a href="http://www.readingrockets.org/audience/parents">http://www.readingrockets.org/audience/parents</a> - Reading Rockets for Parents</p> <p><a href="http://www.scholastic.com/parents/">http://www.scholastic.com/parents/</a> - Parent website from Scholastic</p> <p><a href="#">1st Grade Reading &amp; Writing Activities</a></p>	<p>Listen to books online! - <a href="#">Storyline Online</a>, <a href="#">FreeChildrenStories</a></p> <p><a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a>  <a href="https://www.freechildrenstories.com/">https://www.freechildrenstories.com/</a></p>	  