



First Grade Roadmap for Parents Key Signs of Student Success

English Language Arts **READING**



"Read like a Detective"

I enjoy shared reading of literature (stories, dramas, poems, and myths) and informational text (science and social studies/history) with support from adults, and I can:

- Ask and answer questions about literature and retell stories using key details, e.g., *the characters, setting, and major events in a story.*
- Identify the central message or lesson of a story.
- Identify the main topic of informational text and retell key details, using text and illustrations.
- Explain how authors and illustrators support key ideas with reasons and illustrations.
- Ask and answer questions to understand the meaning of vocabulary words and how they are used in the text.
- Compare (tell how they are alike) and contrast (tell how they are different):
 - Characters and their experiences in stories,
 - Two texts about the same topic, and
 - Books with stories and books with information.
- Use text features (headings, table of contents, glossaries) to find key facts and information.

I can apply my understanding of first-grade phonics and word-reading skills to fluently read and understand appropriately-leveled texts, including:

- Understanding first-grade print concepts, e.g. *identifying features of a sentence: first word, capitalization, ending punctuation.*
- Using phonological awareness to identify short-vowel and long-vowel sounds in words.
- Independently blending the sounds to read one-syllable words.
- Using the final, silent "e" and vowel teams to read long-vowel words, e.g., *bike, bead.*
- Reading two-syllable words by breaking the word into syllables, e.g., *chick-en.*
- Using context to figure out how to read words and phrases and to self-correct.
- Reading first-grade high-frequency words by sight.

I can practice these reading and thinking skills in school and at home:

- Read as much non-fiction as fiction.
- Learn about the world and get smarter in Science and Social Studies through reading.
- Read closely (re-read, read aloud, ask and answer questions, annotate), and persevere ("stick with it") to read complex text.
- Discuss and write about reading, using evidence to support opinions/arguments.
- Increase my academic vocabulary, through reading, discussing, and writing.

First Grade Roadmap for Parents Key Signs of Student Success

English Language Arts

WRITING

I can use **writing** as a tool for learning and communicating, by:

- Writing more than one complete sentence about:
 - My opinion and the reasons for my opinion,
 - An explanation with facts about a topic, and
 - A narrative about two or more events.
- Understanding the purposes of different types of writing.
- Producing functional writing (writing that helps me work), e.g., *lists, notes, labels, letters, and posters*.
- Developing an understanding of the writing process with support from adults, by:
 - Answering questions about my writing,
 - Adding details to make it better, and
 - Publishing my writing with digital tools.
- Using technology to participate in shared research and writing projects, with support from adults.



SPEAKING LISTENING

I can use **speaking and listening** to learn and to communicate, including:

- Speaking in complete sentences about my thoughts, feelings, and ideas.
- Listening, taking turns, and asking questions to collaborate in a group discussion and precision partnering.
- Asking and answering questions about:
 - What a speaker says,
 - A text read aloud, or
 - Information from media.
- Describing people, places, things, and events, using key details.
- Orally presenting information and ideas, using drawings, displays, or media.



LANGUAGE

I can use first-grade **academic vocabulary** and **language conventions** (capitalization, punctuation, and spelling) to speak and write correctly, including:

- Printing all upper-case and lower-case letters.
- Using singular and plural nouns and matching verbs to produce simple sentences.
- Using conjunctions (e.g., *and, or, because*) to produce compound sentences.
- Reading and writing familiar contractions, e.g., *can't, don't, I'm*.
- Capitalizing dates and names of people and using end punctuation for sentences.
- Spelling simple and familiar words correctly.
- Using strategies to understand the meaning of new vocabulary, e.g., *by understanding the context (meaning of the text), and familiar prefixes, suffixes, and word endings (pre-, un-, -er, -s, -es, -ed)*.

First Grade Roadmap for Parents Key Signs of Student Success

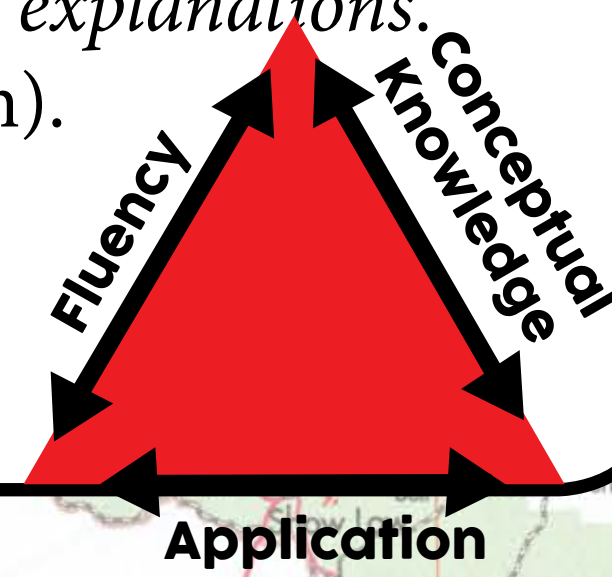
MATHEMATICS

Be a
Flexible
Problem Solver



I can practice these **mathematical and thinking skills** in school and at home:

- Make sense of problems and work to solve them without giving up.
- Think and talk about numbers and number relationships, fluently and flexibly (in multiple ways).
- Use evidence to explain my thinking and to clarify the thinking of others.
- Show and explain my work in multiple ways, e.g., *numbers, pictures, and written explanations*.
- Choose math tools strategically (using the best tool to efficiently solve a problem).
- Use precision (exact vocabulary, labels, examples).
- Look for and use patterns to solve problems.
- Look for and explain rules and repeated reasoning.



I can use **numbers and counting** to develop **addition and subtraction strategies**, including:

- Fluently (automatically and accurately) adding and subtracting numbers 0 to 10 by memory.
- Flexibly adding and subtracting numbers within 20, by using strategies, such as:
 - o Counting on,
 - o Making ten (e.g., $9 + 7 = 10 + 6$), and
 - o Fact families (e.g., $8 + 5 = 13$ or $13 - 8 = 5$).
- Solving word problems using addition or subtraction with numbers 0-20, using objects, drawings, and equations.
- Solving different types of word problems, including: adding to, taking from, comparing, and finding an unknown.
- Counting, identifying, and writing numbers to 120, starting at any number.
- Counting to 100 by 2s, 5s, and 10s.
- Understanding the equal sign and how to use it to correctly write addition and subtraction equations.
- Creating and extending repeating patterns, and using the structure of a pattern to predict a missing unit of the pattern and/or the unit's location.

I can make sense of **place value**, by:

- Taking two-digit numbers apart to identify how many "tens" and how many "ones."
- Adding two-digit numbers within 100 by using strategies, e.g., *adding the "tens" and then the "ones."*
- Subtracting multiples of ten, e.g., 90, 80, 70.
- Using symbols to compare 2 two-digit numbers, e.g., $>$ (*more than*), $<$ (*less than*), $=$ (*equal to*).

I can think about **geometrical shapes**, including:

- Identifying and describing plane shapes (e.g., *square, triangle, rectangle, circle, oval*), and solid figures (e.g., *cube, sphere, cone*).
- Comparing and contrasting shapes.
- Composing (putting together) new shapes.
- Dividing shapes by halves ($1/2$) and by quarters ($1/4$).

I can use **measurement** to solve real-world problems, including:

- Measuring the length of objects.
- Telling and writing time by the hour and half-hour.
- Creating, asking, and answering questions about graphs and tally charts.
- Identifying and counting pennies, nickels, and dimes.