

Archdiocese of New York Grade 1 English Language Arts Parent Matrix

This parent matrix is intended to be a tool for you as a parent to help support your child’s learning. The table below contains all of the Grade 1 English Language Arts learning standards. Learning standards describe the knowledge and skills that students should master by the end of Grade 1. Each standard has a specific code. For example, RL.1.1 stands for “Reading for Literature Grade 1 Standard 1.” You will often see these standards referenced on your child’s quizzes, worksheets, tests, etc.

You should access the recommended resources in the right hand “Resources” column electronically by clicking on the hyperlinks provided. **However, we suggest that you also download and print this matrix.** You will notice that the column all the way to the left is marked “Parent Notes.” You can use this column to take notes on your child’s progress. You may wish to check off each standard after you have worked on it with your child.

In English Language Arts, there are six main categories of standards. These include Reading Standards for Literature, Reading Standards for Informational Texts, Foundational Reading Skills, Writing Standards, Speaking & Listening Standards, and Language Standards. Each category is highlighted in a different color. In class, students will typically work on standards from multiple categories at one time. ***Your child’s teacher will be able to tell you which standards you should focus on with your child throughout the year.***

We hope that this parent matrix is a valuable resource for you. If you find that you would like additional practice materials to work on you can use the standard codes provided below to search for additional resources.

Reading for Literature	Reading for Informational Text	Foundational Reading Skills	Writing	Speaking and Listening	Language
These standards pertain to students’ ability to read and analyze different types of literature, such as poetry, prose, and drama.	These standards pertain to students’ ability to read and examine the claims and evidence presented in nonfiction texts such as textbooks, magazine articles, biographies, and manuals.	These standards focus on the development of basic skills such as understanding print and letter sounds that students will need to become proficient readers.	These standards pertain to students’ ability to use their expanding vocabularies and command of standard English to write organized writing pieces for a range of audiences and tasks.	These standards require students to be able to express their thoughts, feelings, and ideas clearly, adhere to conversational norms, and appropriately apply formal and informal English to different situations.	These standards focus on students’ ability to master standard English grammar, conventions, usage, capitalization, punctuation, spelling, and word relationships when writing and speaking.

READING STANDARDS FOR LITERATURE

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Reading for Literature Grade 1 Standard 1 (RL.1.1)</p>	<p>Students must be able to ask and respond to questions about major details in stories.</p>	<p>Before reading a story, ask your child...</p> <p>“Why do you think this story is called...?”</p> <p>“I see [this image] on the cover. What do you think that means the story will be about?”</p> <p>After reading a story, ask your child “Wh-“ questions (questions that begin with “who,” “what,” “when,” “where,” and “why”)...</p> <p>“Who is this story about?”</p> <p>“Why did [this event] happen to [this character] in the story?”</p> <p>“Your turn! Can you ask me a question about the story we just read?”</p>	<p>http://www.k12reader.com/worksheet/drop-the-mop/</p> <p>Print the activity sheet. Help your child to read the short passage and answer the questions.</p>
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	<p>Reading for Literature Grade 1 Standard 2 (RL.1.2)</p>	<p>Students must be able to retell stories they have heard in their own words - including key details and identification of the main idea or lesson.</p>	<p>Ask your child...</p> <p>“What was this story about?”</p> <p>“What happened at the beginning of this story? Then what happened? How did the story end?”</p> <p>“What did you learn from this story?”</p>	<p>http://www.k12reader.com/worksheet/fun-in-the-sun/</p> <p>http://www.k12reader.com/worksheet/he-must-take-the-bus/</p> <p>Read the short passages with your child and help him/her to recall the key details.</p>
	<p>Reading for Literature Grade 1 Standard 3 (RL.1.3)</p>	<p>Students must be able to identify and describe whom a story is mainly about, where it takes place, and what the main events are.</p>	<p>Ask your child...</p> <p>“Who was this story about?”</p> <p>“What happened to [this character] in the story?”</p> <p>“Where did the story take place?”</p>	<p>http://www.fcrr.org/studentactivities/c_011a.pdf</p> <p>During and/or after reading with your child, use the chart to fill in key details from the text.</p>

	<p>Reading for Literature Grade 1 Standard 4 (RL.1.4)</p>	<p>Students must be able to recognize words and/or phrases that appeal to the senses (e.g. figurative language - “the salty sea air felt damp on my skin”)</p>	<p>Review the five senses (touch, taste, sight, smell, and hearing) with your child before reading with him/her. Say...</p> <p>“Listen for words or phrases that make you think of the five senses.”</p> <p>While you are reading with your child, ask him/her to point to his/her hand, mouth, eye, nose, or ear when he /she hears a word or phrase that makes him/her think of the corresponding sense.</p> <p>After reading, ask your child...</p> <p>“What did you hear that described feelings or made you think of the five senses?”</p> <p>When I read [descriptive phrase from the text], what did that make you think of?”</p>	<p>http://www.k12reader.com/worksheet/acrostic-poetry-write-it/</p> <p>Print the activity sheet. Help your child brainstorm phrases that appeal to the senses to complete the acrostic poem.</p>
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	<p>Reading for Literature Grade 1 Standard 5 (RL.1.5)</p>	<p>Students must be able to distinguish between storybooks and informational texts by explaining the main differences between them.</p>	<p>Read to your child from a variety of texts - both ones that tell stories and ones that give information.</p> <p>Work with your child to choose a topic of particular interest to him/her. Find both informational and story books on this topic (e.g. If he/she loves cats, try to find an informative text about cats <i>and</i> a story about a child adopting a pet cat.)</p> <p>When reading with your child, explicitly compare and contrast types of texts. Ask your child...</p> <p>“What is different about these texts?”</p>	<p>http://www.fcrr.org/studentactivities/c_019a.pdf</p> <p>Write the titles of familiar books on index cards or slips of paper to complete this activity with your child.</p>
	<p>Reading for Literature Grade 1 Standard 6 (RL.1.6)</p>	<p>Students must be able to identify the point of view (e.g. first person, third person) and the narrator of a story at various points.</p>	<p>During and/or after reading with your child, ask him/her...</p> <p>“Who is telling this story? How do you know?”</p> <p>“Does he/she tell the entire story?”</p>	<p>http://www.teachertube.com/video/the-lighthouse-keeper039s-lunch-388166</p> <p>Watch the video with your child and listen to the read aloud. Pause at key points (e.g. when you are hearing the seagulls’ point of view) and ask your child about whose perspective you are reading.</p>

	<p>Reading for Literature Grade 1 Standard 7 (RL.1.7)</p>	<p>Students must be able to draw information from the images and details in a story to describe its characters, settings, and events.</p>	<p>Ask your child...</p> <p>“What do you think is happening in this picture?”</p> <p>“Look at [this character]. What do you think he/she is doing/thinking/feeling? What in this illustration makes you think that?”</p> <p>Prior to reading a story with your child, conduct a “Picture Walk.” Look through the illustrations without reading any of the words and make predictions about what the story might be about. Then read the story and refer back to your predictions as you read.</p> <p>When reading with your child, pause after a page or paragraph. Ask your child...</p> <p>“What words or phrases did you hear that give you clues about where the story takes place?”</p> <p>“What did we learn about [this character] on this page?”</p>	<p>http://www.storylineonline.net/white-socks-only/</p> <p>Watch the video with your child and listen to the read aloud. Talk about the illustrations with your child, and ask him/her about the information they provide.</p> <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/write-captivating-captions-30667.html?main-tab=2#tabs</p> <p>Try this activity with your child.</p>
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<p>Reading for Literature Grade 1 Standard 9 (RL.1.9)</p>	<p>Students must be able to tell what is different and the same about characters and their experiences in stories. They should be able to recognize differences and similarities between themselves and the characters.</p>	<p>Read two or more books with your child. Ask him/her...</p> <p>“How is [the main character in the first book] like [the main character from the other story]? How are they different?”</p> <p>“What is the same in both stories? What is different?”</p> <p>“How is [this character] similar to you? How is he/she/it different?”</p>	<p>http://www.readingquest.org/strat/compare.html</p> <p>Read with your child. Help them fill in the “Comparison-Contrast Chart” and/or “Venn Diagram for 2 Items” to practice comparing and contrasting the experiences of the characters you read about.</p>
<p>Reading for Literature Grade 1 Standard 10 (RL.1.10)</p>	<p>With guidance from an adult, students must be able to read first grade level texts and poetry.</p>	<p>Read poetry books with your child.</p> <p>Visit your local library and/or bookstore and choose first grade level texts for your child to read. Encourage him/her to try reading independently and/or read aloud to you.</p>	<p>http://www.readwritethink.org/files/resources/printouts/Reading_Star.pdf</p> <p>Use this chart to help your child track his/her reading.</p> <p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-choose-book-30320.html</p> <p>Use these tips to help your child choose appropriate books.</p>

	<p>Reading for Literature Grade 1 Standard 11 (RL.1.11)</p>	<p>Students must be able to recognize and identify similarities between themselves, their lives, and the stories they read (e.g. characters in the story are celebrating a holiday that your neighbors also celebrate and is similar to one observed by your family).</p>	<p>Ask your child...</p> <p>“What do you already know about [this story element (place, holiday, food, etc)]?”</p> <p>“Do you notice any similarities between this story and your life, school, family, etc?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/read-world-around-30299.html</p> <p>Use these tips to help your child make connections between their reading and their own lives.</p>
<p>READING STANDARDS FOR INFORMATIONAL TEXT</p>				

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	<p>Reading for Informational Text Grade 1 Standard 1 (RI.1.1)</p>	<p>Students must be able to ask and respond to questions about major details in texts or articles.</p>	<p>Before reading, ask your child...</p> <p>“Tell me about what you see on the front cover. What do you think that means we could learn from this book?”</p> <p>“What do you already know about...?”</p> <p>While you are reading, pause to ask questions, clarify points, and remind your child of facts.</p> <p>After reading, prompt your child to ask his/her own questions about the text...</p> <p>“We learned a lot about... What are you still wondering?”</p>	<p>http://pbskids.org/martha/stories/truestories/parents.html</p> <p>Use this list to choose online informational texts to read with your child. Then help him/her answer the questions that follow.</p>

	<p>Reading for Informational Text Grade 1 Standard 2 (RI.1.2)</p>	<p>Students must be able to restate the main topic and main details of a text or article.</p>	<p>Read with your child. After at least one reading, reread the same book and help him/her to identify the main topic and details.</p> <p>Following the reading, ask your child to retell the main topic and key points. Ask him/her...</p> <p>“What is this book about?”</p> <p>“What did you learn about...?”</p>	<p>http://www.k12reader.com/worksheet/find-the-main-idea-storms/</p> <p>Read the short passage with your child and help him/her to identify the main idea and three key details.</p>
	<p>Reading for Informational Text Grade 1 Standard 3 (RI.1.3)</p>	<p>Students must be able to identify and explain similarities between two elements (people, events, etc) in a text.</p>	<p>After reading with your child, use writing, drawing, and/or dramatic play to explain a connection between two people, events, or pieces or information.</p> <p>Ask your child...</p> <p>“What is similar about these two [people, events, etc]?”</p>	<p>https://www.readworks.org/sites/default/files/bundles/lessons-grade1-compare-and-contrast.pdf</p> <p>Use the graphic organizers and suggested activities to practice identifying similarities.</p>

	<p>Reading for Informational Text Grade 1 Standard 4 (RI.1.4)</p>	<p>Students must be able to ask and respond to questions about unfamiliar words and/or phrases to decipher the meaning.</p>	<p>As you read with your child, stop when you encounter words unfamiliar to him/her to explain the meaning, clarify, and/or give examples.</p> <p>Ask your child...</p> <p>“What do you think [this word] means?”</p> <p>“Have you ever heard [this word] before?”</p> <p>Practice using context clues to decipher the meaning of an unfamiliar word. Point out other key words in the sentence or surrounding sentences and ask your child...</p> <p>“If we know that [this word] means [this definition], then what does that tell us about [the unfamiliar word]?”</p> <p>Reread the sentence containing the new word and/or the surrounding sentences and challenge</p>	<p>http://pbskids.org/martha/stories/truestories/measureup_story.html</p> <p>Read this online non-fiction story with your child. Discuss any unfamiliar words as you listen to the story. Then help him/her answer the vocabulary questions that follow.</p>
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	<p>Reading for Informational Text Grade 1 Standard 5 (RI.1.5)</p>	<p>Students must be able to recognize and use key text features (e.g. headings, tables of contents, index) to find information in an informational text.</p>	<p>Read informational texts with your child and explicitly point out the key text features before, during, and after reading. Ask him/her...</p> <p>“I see this <i>heading</i> says... What do you think we will learn from this section?”</p> <p>“What would you really like to learn about? Where can we look to easily find the page with that information?”</p>	<p>http://www.k12reader.com/worksheet/20-nonfiction-text-features-posters/view/</p> <p>Print this packet and keep it somewhere accessible in your home and/or refer to it online to assist your child in identifying key text features. Review them prior to reading an informational text and then try to find example in your reading with your child.</p>
	<p>Reading for Informational Text Grade 1 Standard 6 (RI.1.6)</p>	<p>Students must be able to recognize the difference between information from images and that from the words in a text.</p>	<p>Read informational texts with your child. Before beginning to read the words on each page, talk about the images. Ask your child...</p> <p>“What do you think this section is about?”</p> <p>“What does this image show us?”</p>	<p>http://www.readingrockets.org/strategies/visual_imagery</p> <p>Try these strategies while reading informational texts with your child.</p>

<p>Reading for Informational Text Grade 1 Standard 7 (RI.1.7)</p>	<p>Student must be able to draw information from the images in a text to further explain the main ideas.</p>	<p>Ask your child...</p> <p>“Can you describe the illustration on this page, front cover, etc?”</p> <p>“What is happening in this picture?”</p>	<p>http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Map_it_Out.aspx#Instruction</p> <p>Try these activities while reading informational texts with your child.</p>
<p>Reading for Informational Text Grade 1 Standard 8 (RI.1.8)</p>	<p>Students must be able to recognize and point out the reasons that support an argument in a text.</p>	<p>During and after reading with your child, discuss the text - what you learned, liked, etc - and ask your child questions that prompt him/her to refer to reasons provided by the author...</p> <p>“How do you know that?”</p> <p>“What did the author say that told us that?”</p> <p>“Why does the author think that?”</p> <p>“Can you show me where in the text you remember seeing/hearing that?”</p>	<p>http://www.themailbox.com/magazines/editorial/ccss_laholes_02</p> <p>Print the worksheet and help your child to complete the activity.</p>

	<p>Reading for Informational Text Grade 1 Standard 9 (RI.1.9)</p>	<p>Students must be able to tell what is different and the same about two different texts focused on the same topic.</p>	<p>Read two texts on the same topic with your child. Ask him/her...</p> <p>“What are both of these books about?”</p> <p>“What words does [this author] use to describe the [topic]? What does [the second author] say?”</p> <p>“What was the same in both? What was different?”</p>	<p>http://www.edhelperclipart.com/clipart/teachers/org-venn2part.pdf</p> <p>Print the activity sheet. Fill in the graphic organizer with your child as you read together.</p>
	<p>Reading for Informational Text Grade 1 Standard 10 (RI.1.10)</p>	<p>With guidance from an adult, students must be able to read first grade level informational texts.</p>	<p>Set aside time for reading each day. Have your child read aloud to you and/or allow him/her to read independently while you sit nearby and read your book.</p> <p>Visit your local library with your child and encourage him/her to choose informational books.</p>	<p>http://www.readwritethink.org/files/resources/lesson_images/lesson951/strategy.pdf</p> <p>Use this interactive chart to help your child break down informational texts as he/she reads.</p>

READING STANDARDS: FOUNDATIONAL SKILLS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Foundational Reading Skills Grade 1 Standard 1 (RF.1.1)</p>	<p>Students must be able to point to the first word in and the end of a sentence. They must be able to identify a period, question mark, and exclamation point.</p>	<p>When reading with your child...</p> <p>Point out punctuation marks at the ends of sentences. Practice saying phrases with different punctuation out loud (e.g. "I like candy." versus "I like candy!").</p> <p>Trace each sentence as you read it.</p> <p>Ask your child...</p> <p>"Where do we start? Can you point to the beginning of the first sentence?"</p> <p>"How do you know where this sentence ends?"</p>	<p>https://www.youtube.com/watch?v=x3XWoTGNoOE</p> <p>Watch this video. Recreate the activity for your child using a piece of paper.</p> <p>http://www.teachertube.com/video/punctuation-385136</p> <p>Watch this video with your child to further familiarize him/her with the period, exclamation point, and question mark.</p>
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	<p>Foundational Reading Skills Grade 1 Standard 2 (RF.1.2)</p>	<p>Students must be able to...</p> <ul style="list-style-type: none"> A. tell the difference between a long and short vowel sound in a one-syllable word (e.g. cake vs. cat). B. sound out one-syllable words by blending each sound together (e.g. /m/ - /a/ - /t/ is “mat”). C. verbally make beginning, middle, and ending sounds of one-syllable words (e.g. cat has three sounds that must all be pronounced when the word is spoken: /c/ - /a/ - /t/). D. divide up one-syllable words into individual sounds (e.g. tap has three sounds that must all be pronounced when the word is spoken: /t/ - /a/ - /p/). 	<p>Read first grade level texts with your child. Help him/her to break down words to sound them out.</p> <p>Ask your child...</p> <p>“‘A’ does sound like /c/ - /a/ - /t/, but it can also make another sound. What does long “A” sound like in the word ‘cake’?”</p> <p>“I see this word starts with the same letter as your name, Tommy. What sound does it start with?”</p> <p>“What sound does this letter make? This one? And the last one? What word does it make when you blend those three sounds together?”</p>	<p>A. http://www.k12reader.com/worksheet/color-by-number-vowel-sounds/</p> <p>Print the activity sheet and help your child to determine whether each word has a long or short vowel sound to complete the picture.</p> <p>http://www.k12reader.com/worksheet/long-and-short-vowels/</p> <p>Use this sheet as a reference to distinguish long from short vowel sounds.</p> <p>B. http://www.k12reader.com/worksheet/consonant-blends/</p> <p>http://www.k12reader.com/worksheet/consonant-blends-2/</p> <p>Print the worksheets and work with your child to</p>
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	<p>Foundational Reading Skills Grade 1 Standard 3 (RF.1.3)</p>	<p>Students must be able to...</p> <ul style="list-style-type: none"> A. recognize and know the sound of common consonant pairs (e.g. <i>birth, tree, stop</i>). B. take apart common one-syllable words to practice sounding words out. C. recognize that long vowel sounds are commonly created by words that end with a silent <i>-e</i> (e.g. <i>bake</i>) or common vowel pairs (e.g. <i>sail, beat, soul, coat, pie, bee, doe</i>). D. count the number of syllables in a word and recognize that each syllable must have a vowel. E. divide words into syllables. F. read familiar base words with endings added to them (e.g. <i>-ed, -ing, -s</i>). G. read irregular first grade level sight words. 	<p>Read with your child, and have your child read aloud to you. Point out common patterns amongst words and their spellings. Show your child how to cover up parts of words to break them down and sound them out. Ask your child...</p> <p>“What sound does [this letter or letter pair] make...?”</p> <p>“How many syllables does this word have?”</p> <p>“If you cover up the ending (e.g. <i>-ing, -ed</i>), what does the word say?”</p> <p>Create a “Word Wall” in your home by posting lists of words - especially irregularly spelled words.</p> <p>Write your child’s sight words on individual index cards and put them all on a binder ring. Flip through the ring with your child in the car or before bedtime and have him/her practice reading each one to you.</p>	<ul style="list-style-type: none"> A. http://pbskids.org/lions/stories/chickens-game.html Help your child to play this game. B. http://pbskids.org/wordworld/characters/game_bsa.html Play the game with your child to practice. C. http://www.k12reader.com/worksheet/final-e/ Print the activity sheet and help your child read each base word and form new words with the silent <i>-e</i>. http://www.starfall.com/n/make-a-word/silent-e/load.htm?f http://www.starfall.com/n/make-a-word/two-vowel/load.htm?f Help your child play the
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	<p>Foundational Reading Skills Grade 1 Standard 4 (RF.1.4)</p>	<p>Students must be able to...</p> <ul style="list-style-type: none"> A. read first grade level books for meaning. B. read first grade level books out loud fluently (as if speaking naturally). C. use context clues and reread to understand a text. 	<p>Help your child to choose first grade level books in which he/she is interested from your local library. Sit with him/her while he/she reads and rereads aloud to you.</p> <p>Read to your child from texts at reading levels higher than his/her own so that he/she can hear you reading with accuracy, good speed, clarity, and expression.</p>	<p>A. http://www.englishworksheetsland.com/best/grade1/readfoundation/14/13olivers.pdf</p> <p>http://www.englishworksheetsland.com/best/grade1/readfoundation/14/11humminbirds.pdf</p> <p>Print the worksheets. Then encourage your child to complete the activities.</p> <p>B. https://www.mheonline.com/ccsehandbook/grade1/pdf/ccslh_g1_fs_3_4a_link_2_10.pdf</p> <p>https://www.mheonline.com/ccsehandbook/grade1/pdf/ccslh_g1_fs_3_4a_link_2_11.pdf</p> <p>Help your child practice reading the passages with fluency and clarity.</p>
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WRITING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Writing Grade 1 Standard 1 (W.1.1)</p>	<p>Students must be able to write opinion pieces that include:</p> <ul style="list-style-type: none"> A. the name of the book or topic he/she is writing about B. his/her opinion C. at least one reason for the opinion D. some conclusion 	<p>During and after reading with your child, prompt him/her to verbally share opinions <i>with a reason</i> about the text. Ask your child...</p> <p>“What did you think of this book? Why do you think that?”</p> <p>“What is your favorite part? Why do you like that part?”</p> <p>“Do you think it was a good idea for [this character] to...? Why?”</p> <p>“Did anything in this book surprise you? Why did that surprise you?”</p> <p>Provide your child with paper, pens, etc and ask him/her to practice writing about the opinions he/she share with you.</p>	<p>http://www.k12reader.com/worksheet/my-favorite-book-writing-prompt/</p> <p>Talk with your child about his/her favorite book. Help him/her to write an opinion piece about this book in response to the prompt.</p>
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	<p>Writing Grade 1 Standard 2 (W.1.2)</p>	<p>Students must be able to write informative pieces that include:</p> <ul style="list-style-type: none"> A. the name of the topic they are writing about B. facts about the topic C. some conclusion 	<p>During and after reading with your child, prompt him/her to verbally share information <i>with facts</i> about the text. Ask your child...</p> <p>“What did you think of this book? Why do you think that?”</p> <p>“What did you learn from this book? Can you show me the page, image, etc where you learned that?”</p> <p>“Did anything in this book surprise you? Why did that surprise you?”</p> <p>Provide your child with paper, pens, etc and ask him/her to practice writing about the topic you just read about. Suggest that your child try to teach/explain what he/she learned to another person (e.g. younger sibling, neighbor, etc).</p>	<p>http://www.k12reader.com/worksheet/an-interesting-animal-writing-prompt/</p> <p>Talk with your child about an animal he/she thinks is interesting and any facts you know about it. Read to find out additional information if necessary. Help your child to write an informative text about this animal in response to the prompt.</p>
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	<p>Writing Grade 1 Standard 3 (W.1.3)</p>	<p>Students must be able to write narrative pieces that include:</p> <ul style="list-style-type: none"> A. 2+ events described in an appropriate order B. details about the events C. temporal words (e.g. first, then, finally) D. some conclusion 	<p>During and after reading with your child, prompt him/her to verbally share recounts <i>with sequenced events</i> about a story or experience. Ask your child...</p> <p>“What happened first? Then? And what happened in the end?”</p> <p>“What was your favorite part?”</p> <p>“Who else was there? Where were you? What were you doing?”</p> <p>Provide your child with paper, pens, etc and ask him/her to practice writing about the events he/she share with you. Suggest that your child write a short narrative to recount an experience (e.g. playdate, field trip, etc) he/she had to share with another person (e.g. younger sibling, neighbor, etc).</p>	<p>http://www.k12reader.com/worksheet/my-restaurant-visit/</p> <p>Talk with your child about a recent visit to a restaurant. Help him/her to write a narrative piece about this experience in response to the prompt.</p>
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<p>Writing Grade 1 Standard 5 (W.1.5)</p>	<p>With prompting and guidance from an adult, students must be able to write a piece focused on a topic and then add to and revise their writing by adding details in response to questions and suggestions from others.</p>	<p>When your child writes or draws anything, ask questions (<i>who, what, when where, why, how</i>) to encourage him/her to add more detail.</p> <p>“Can you tell me more about...?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/confection-connection-using-sensory-30745.html?main-tab=2#tabs</p> <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/note-writing-message-center-30280.html?main-tab=2#tabs</p> <p>Try these activities with your child. Help him/her to communicate his/her messages in detail.</p>
<p>Writing Grade 1 Standard 6 (W.1.6)</p>	<p>With prompting and guidance from an adult, students must be able to work with peers and use technology to write and create their own texts electronically.</p>	<p>Help your child use a computer, iPad, etc to write and illustrate stories and texts digitally.</p>	<p>http://pbskids.org/superwhy/#game/designcenter</p> <p>Help your child use the various writing and drawing tools to create digital bookmarks, cards, and/or posters. Encourage him/her to include some text.</p>

	<p>Writing Grade 1 Standard 7 (W.1.7)</p>	<p>Students must be able to work with others to do simple research on topics of interest and write about the information they learn.</p>	<p>Visit the local library or use a computer at home to assist your child in simple research about a topic in which he/she is interested. Allow him/her to choose a favorite topic or author to investigate to find other books they might enjoy.</p> <p>Encourage your child to write about what he/she learned (e.g. read a number of narrative stories by a favorite author and help your child to write his/her own recount of a similar experience).</p>	<p>http://www.k12reader.com/worksheet/kindergarten-kwl-chart-template/</p> <p>Print this chart and use it to help your child plan and execute a research project.</p> <p>http://www.pbs.org/parents/arthur/activities/acts/cat_facts.html</p> <p>Try this research project with your child.</p>
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	<p>Writing Grade 1 Standard 8 (W.1.8)</p>	<p>With prompting from an adult, students must be able to use information from their own experiences and/or information learned from books to answer questions.</p>	<p>Read with your child and help him/her to recall information about events in his/her own life to connect to the text. Ask your child...</p> <p>“Do you remember when our family [adopted our dog, took a road trip, etc]? What did we have to do? What do you think the characters need to do next?”</p> <p>“Can you think of a time when [this] happened to you like the character in the story? How did you feel? How do you think the character feels?”</p> <p>When your child demonstrates curiosity about a topic (e.g. the size elephants at the zoo or insects found in the backyard), help him/her find books related to the topic that can answer his/her questions. Encourage him/her to write and/or draw about what he/she learned.</p>	<p>http://www.readwritethink.org/classroom-resources/lesson-plans/frog-beyond-fairy-tale-7.html?tab=1#tabs</p> <p>Try this online activity with your child to answer the given questions about frogs.</p>
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	<p>Writing Grade 1 Standard 11 (W.1.11)</p>	<p>Students must be able to communicate their personal reactions to or feelings about an author or topic they have read about.</p>	<p>Read a few books by the same author or on the same topic with your child. Then help him/her to use pencils, a computer, markers, paint, etc to write and/or draw a response to the reading. Give your child an opportunity to present his/her creation to your family, neighbors, etc.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/acting-with-mother-goose-30279.html?main-tab=2#tabs</p> <p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/book-cover-creator-a-30233.html</p> <p>Use these activities to help your child creatively respond to books you read together.</p>
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SPEAKING AND LISTENING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Speaking and Listening Grade 1 Standard 1 (SL.1.1)</p>	<p>Students must be able to respectfully engage in one-on-one and group conversations with a diverse group of individuals about age-appropriate topics. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. follow appropriate conversational norms - waiting for a turn to speak, staying on topic etc. B. continue a single conversation over multiple instances by responding to a previous comment. C. ask questions to seek help or clarification about the topic of discussion. D. respectfully try to communicate with people from different cultural backgrounds. 	<ul style="list-style-type: none"> A. Talk with your child in back-and-forth conversations. Model how to listen respectfully - looking at the speaker and not interrupting - and how to stay focused on the topic of conversation. Encourage your child to do the same. B. Continue conversations with your child over multiple instances (e.g. when you pick him/her up from school make an additional about something he/she discussed during breakfast). C. When speaking with your child, ask for clarification when necessary and encourage him/her to do the same. Ask... “Can you explain what you mean by that?” “Do you understand what I am talking about?” D. Model respectful communication when you and your child encounter individuals from different cultural backgrounds 	<ul style="list-style-type: none"> A. http://www.pbs.org/parents/education/reading-language/reading-activities/reading-activities-in-the-car/ Try some or all of the activities as your drive around with your child. B. http://www.lauracandler.com/strategies/CL/teamtalk.pdf Print and cut out these prompt cards. Use them to guide your child in conversations and help him/her to practice continuing a conversation over time by responding to others’ comments. C. http://www.readingrockets.org/article/using-collaborative-strategic-reading Use the strategies in this article (particularly “Click and Clunk” and “Wrap-Up”) to help your child read for meaning and ask questions of a text.
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	<p>Speaking and Listening Grade 1 Standard 2 (SL.1.2)</p>	<p>While and after listening to information presented orally, students must be able to ask their own and respond to questions about key details to demonstrate their understanding.</p>	<p>During and after reading with your child, ask him/her questions to check for understanding. Ask...</p> <p>“Why did [this character] do [this action]?”</p> <p>“How do you think [this character] is feeling now?”</p> <p>“What are you wondering about?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/encourage-higher-order-thinking-30624.html</p> <p>Use these tips and strategies to ask your child questions about the texts you read together and encourage him/her to do the same.</p>
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	<p>Speaking and Listening Grade 1 Standard 3 (SL.1.3)</p>	<p>While and after listening to information present orally, students must be able to ask and answer questions in order to seek help, additional information, or clarification.</p>	<p>Encourage your child to ask his/her own questions during and after reading or talking. Ask him/her...</p> <p>“Do you have any questions?”</p> <p>“Is there anything we read that you think is confusing?”</p> <p>Model this behavior by asking your child for clarification during conversations. Ask him/her...</p> <p>“What do you mean by that?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/make-most-reading-aloud-30565.html</p> <p>Use these tips to encourage your child to engage in the stories you read aloud to him/her.</p>
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<p>Speaking and Listening Grade 1 Standard 4 (SL.1.4)</p>	<p>Students must be able to clearly describe in detail people, places, things, and events.</p>	<p>Prompt your child to add more details when he/she is talking about familiar people, places, things etc. Ask him/her...</p> <p>“Will you please tell me a bit more about that?”</p> <p>Use the “Wh-“ question words to encourage him/her to add details. Ask your child...</p> <p>“Who was playing this game with you?”</p> <p>“Where were you in the classroom when you were doing that?”</p>	<p>http://pbskids.org/martha/stories/puptalk/</p> <p>Help your child to create and record clear stories. Encourage him/her to refer to specific images on the screen to include many details.</p>
<p>Speaking and Listening Grade 1 Standard 5 (SL.1.5)</p>	<p>Students must be able to illustrate points they are speaking or writing about to add details and clarification.</p>	<p>Supply your child with art supplies so that he/she can illustrate the subject he/she is writing or talking about. Ask your child...</p> <p>“Can you show me what that looked like?”</p>	<p>http://pbskids.org/arthur/games/comiccreator/index.html</p> <p>Help your child to create a comic strip with some text to tell a short story and illustrate what he/she is talking about.</p>

	<p>Speaking and Listening Grade 1 Standard 6</p> <p>(SL.1.6)</p>	<p>When appropriate students must be able to speak and write in complete sentences.</p>	<p>When speaking with your child, use complete sentences to model that for him/her.</p> <p>As necessary, prompt him/her to use complete sentences by providing sentence starters...</p> <p>“My favorite part was...”</p> <p>“My friends and I went...”</p>	<p>http://pbskids.org/martha/stories/puptalk/</p> <p>Help your child to create and record stories with complete sentences.</p>
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LANGUAGE STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Language Skills Grade 1 Standard 1 (L.1.1)</p>	<p>Students must be able to use standard English grammar when speaking and writing. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. write all letters - both upper- and lowercase. B. use common (e.g. <i>dog, house</i>), proper (e.g. <i>Clifford, White House</i>), and possessive (e.g. <i>dog's bone, house's roof</i>) nouns. C. form simple sentences with subject-verb agreement (e.g. "<i>She runs.</i>" versus "<i>They run.</i>") D. use personal (e.g. <i>me, I</i>), possessive (e.g. <i>my, our</i>), and indefinite (e.g. <i>anyone</i>) pronouns. E. use verbs in present (e.g. <i>talk</i>), past (e.g. <i>talked</i>), and future (e.g. <i>will talk</i>) tenses. F. use common adjectives (e.g. <i>funny, pretty, scary</i>). G. use common connecting words (e.g. <i>and, but, or</i>). H. use determiners (e.g. <i>the, a, this, those, some</i>). I. use common prepositions (e.g. <i>during, beyond, toward</i>). J. form and revise simple (e.g. <i>He sits.</i>) and 	<ul style="list-style-type: none"> A. Provide your child with blocks, magnets, flash cards, etc with the letters (both upper- and lowercase printed on them). Have your child trace them with his/her finger. Supply him/her with pens/pencils to practice printing letters. Give him/her examples to copy. B. When reading with your child, point out proper, common, and possessive nouns in context (e.g. "I see 'Eloise' is capitalized, because that is the name of a specific person. Do you see other words on this page that are capitalized? Why does that word begin with an uppercase letter?") C. In context, provide examples and introduce your child to plural verbs. (e.g. "The girls run;" "The girl runs"). D. Ask your child questions to prompt use of pronouns (e.g. "Who was there? Whose cup is this?"). When reading with your child, ask him/ 	<ul style="list-style-type: none"> A. http://www.k12reader.com/subject/composition/handwriting/print-handwriting/ Use this list of activity sheets to provide your child with practice printing the letters. B. http://www.k12reader.com/worksheet/capitalize-proper-nouns/ Print out the worksheet. Read the paragraph with your child. Help him/her to find the proper nouns and rewrite them with correct capitalization. C. http://www.k12reader.com/worksheet/subject-and-verb-agreement/ Print the activity sheet and complete it with your child. D. https://www.youtube.com/watch?v=14M5avto61E
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<p>Language Skills Grade 1 Standard 2 (L.1.2)</p>	<p>Students must be able to use standard English capitalization, punctuation, and spelling rules when writing. Specifically, they should be able to...</p>	<ul style="list-style-type: none"> A. use uppercase letters for writing dates and names. B. end sentences with a period (.), exclamation point (!), or question mark (?). C. use commas when writing dates (e.g. <i>May 8, 2015</i>) and words in a series (e.g. <i>dogs, cats, fish, and hamsters</i>). D. use their knowledge of spelling rules to accurately spell words with common patterns (e.g. <i>boat</i>) and common irregular words (e.g. <i>his</i>). E. use their knowledge of the letters' sounds to spell unfamiliar words phonetically. 	<ul style="list-style-type: none"> A. Refer to familiar names (e.g. names of friends and family) and explicitly point out the use of the uppercase letter. As your child learns and practices to print his/her own name, reiterate that just like his/hers, all names begin with uppercase letters. Use a calendar with your child to discuss the date each day. Refer to the name of the months and days of the week to point out the capitalization. B. When reading with your child point out punctuation marks at the ends of sentences. Practice saying phrases with different punctuation out loud (e.g. "I want to play." versus "I want to play!"). Encourage your child to begin to use different marks in his/her writing. C. Review your child's writing samples and help him/her revise and add commas where necessary. D. Remind your child of spelling patterns he/ 	<ul style="list-style-type: none"> A. http://www.k12reader.com/worksheet/dates-and-capital-letters/ Print the activity sheet and help your child to complete it. B. http://www.k12reader.com/worksheet/match-the-sentence-and-the-punctuation/ Print the worksheet and help your child cut out the slips and complete the activity. C. http://www.englishworksheetsland.com/grade1/language/12/5farm.pdf http://www.englishworksheetsland.com/best/grade1/language/12/12commas.pdf Print these practice sheets and help your child complete the activities to practice using commas.
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	<p>Language Skills Grade 1 Standard 4 (L.1.4)</p>	<p>Students must be able to deduce the meaning of unfamiliar or multiple-meaning words using a variety of strategies from first grade level content. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. use clues from the same sentence or surrounding sentences to figure out the meaning of an unfamiliar word or phrase. B. using common prefixes and suffixes as clues to determine the meanings of unfamiliar words (e.g. <i>-s, -es, -ed, -ing, -ful, re-, un-, and pre-</i>). C. recognize common base words (e.g. <i>talk</i>) and their inflectional forms (e.g. <i>talks, talked, talking</i>) 	<ul style="list-style-type: none"> A. When reading with your child, practice using context clues to decipher the meaning of an unfamiliar word. Point out other key words in the sentence or surrounding sentences and ask your child... “What does this word mean?” “The book says, ‘The girl <i>slams</i> the door very loudly.’ What can you do to a door to make a loud sound? So, what do you think <i>slams</i> means?” B. When reading or talking to your child, model this strategy in context. For example, say... “This says that we should ‘<i>reread</i>.’ If ‘<i>re-</i>’ means ‘again,’ what do you think we need to do?” C. When reading with your child, point out the connections between common base words and their inflectional forms (e.g. “If you cover up the <i>-ing</i>, what does this word sav...). 	<ul style="list-style-type: none"> A. http://www.k12reader.com/worksheet/pick-the-meaning/ Print the activity sheet and help your child to read the sentences and determine the meanings of the words using context clues. B. https://www.youtube.com/watch?v=7pyjhfl6lMk https://www.youtube.com/watch?v=2583Ph6YS0s Watch these videos with your child to practice adding common prefixes and suffixes to familiar words to create new words. http://www.englishworksheetsland.com/grade1/language/16/2re.pdf http://www.englishworksheetsland.com/grade1/language/16/2re.pdf
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<p>Language Skills Grade 1 Standard 5 (L.1.5)</p>	<p>With prompting from an adult, students must be able to recognize and use relationships between words and meanings and common nuances. Specifically, they should be able to...</p>	<ul style="list-style-type: none"> A. sort words into organized categories (e.g. shapes, foods, colors). B. define familiar words by category and by key traits (e.g. a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). C. make explicit connections between word meanings and real life (e.g. identify people who are <i>helpful</i>) D. act out the meanings of similar verbs describing the same general action (e.g. <i>walk, march, prance, skip</i>) and adjectives of different intensity levels (e.g. <i>cool, cold, frigid</i>) to or accurately choose amongst them to demonstrate recognition of the differences 	<ul style="list-style-type: none"> A. Practice sorting objects with your child. Invite him/her to name categories in which to sort the laundry, groceries, M&Ms, etc (e.g by color, by shape). B. Prompt your child to explicitly acknowledge the attributes of different words/ objects to find similarities with others. C. Ask your child questions to help them make connections between words they encounter in reading and real life... “Do you know any people who [are short, helpful, etc] like this character?” D. Introduce your child to words with similar meanings by using them in context (e.g. “It is really cold outside today! It’s freezing and very icy. Can you think of another word to describe the weather right now? Is it cool out or is it too cold to use that word?”) 	<ul style="list-style-type: none"> A. http://www.englishworksheetsland.com/grade1/language/18/2Fly%20Swim%20Walk%20Sort.pdf http://www.englishworksheetsland.com/grade1/language/18/3Grouping%20Words.pdf Print these worksheets and complete them with your child. B. http://www.englishworksheetsland.com/grade1/language/19/4Farm%20Life.pdf Print and help your child complete these activity sheets. C. http://www.scholastic.com/parents/resources/article/reading-activities/word-hunt Try this activity with your child in different settings.
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	<p>Language Skills Grade 1 Standard 6 (L.1.6)</p>	<p>Students must be able to use new vocabulary - learned from reading, speaking with others, etc - including common conjunctions (e.g. <i>and</i>, <i>or</i>, <i>because</i>) to indicate simple relationships.</p>	<p>Prompt your child to use new vocabulary when he/she speaks or writes. Ask him/her...</p> <p>“What is it called when...?”</p> <p>“Do you remember another word that means...?”</p>	<p>http://www.englishworksheetsland.com/best/grade1/language/22/16lake.pdf</p> <p>http://www.englishworksheetsland.com/grade1/language/22/5catsdogs.pdf</p> <p>Print these worksheets and assist your child in completing the activities to practice acquiring and using new vocabulary.</p>
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