

Dear Parents,

By the end of first grade your child should know:

READING:

- All the letters of the alphabet (Aa – Zz)
- All of the letter sounds
- All of the short and long vowel sounds (a, e, i, o, u)
- Vowel pairs (example, rain, hay, boy, soil)
- Beginning and ending blends (example, beginning: bl-blue, gr-grapes, fl-flat, ending: ng-king, tch-watch, nk-sink)
- Word families (example, -at, -ot, -ed, -it, -un, etc.)
- Phonemic Awareness – The ability to sound out words.
- Word endings (example, -ed, -ing, -s)
- 70% of the high-frequency words (Please practice in the reading folder 10 minutes each night.)
- Sequencing – Beginning, middle, and end or first, next, and last
- Oral retelling of a story and identify the setting (where it takes place), main characters, plot (what it's about)
- Comprehension – Able to answer simple questions after reading or listening to a story.
- Compare and contrast (What is the same and what is different)
- How to write one or two complete sentences about a given topic using proper capitalization and punctuation (., ?, !)
- Use high-frequency words in context (know what they mean)

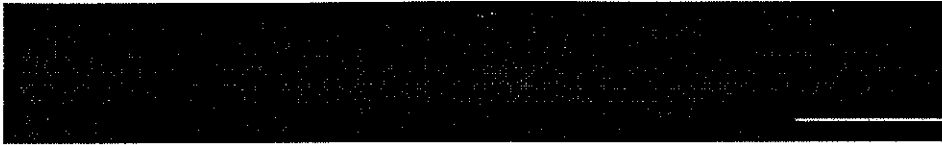
MATH:

- Counting forward and backward
- Addition and subtraction up to 19
- Patterns
- Tens and ones (place value)
- Skip counting (ex. 2's, 5's, 10's)
- Ordinal numbers (ex. 1st, 2nd, 3rd, 4th, etc.)
- Time on the hour and half hour (ex. 3:00, 3:30)
- Counting coins (ex. Pennies, nickels, dimes, quarters, half-dollars)
- How to read a graph
- What number comes before, between, and after
- Less than and greater than (ex. $5 < 7$ – 5 is less than 7)
- Calendar reading
- Read a problem and be able to write an addition or subtraction sentence

MATH VOCABULARY:

- Pair (2 shoes in a pair)
- Sum (the answer to an addition problem)
- Difference (the answer to a subtraction problem)
- Fewest
- Greatest
- Equal
- Most
- Least
- + add, plus
- - subtract, minus

Thank you for your cooperation!



The following is a list of some accomplishments you can expect of your child by the end of first grade. This list is based on research in the fields of reading, early childhood education, and child development. Remember, though, that children don't develop and learn at the same pace and in the same way. Your child may be more advanced or need more help than others in her age group. You are, of course, the best judge of your child's abilities and needs. You should take the accomplishments as guidelines and not as hard-and-fast rules. If you have concerns or questions about your child's reading development, talk to his teacher.

Books and print

By the end of first grade, a child . . .

- Knows the difference between letters and words
- Knows that there are spaces between words in print
- Knows that print represents spoken language and contains meaning
- Knows some of the parts of print, such as the beginnings and endings of sentences, where paragraphs begin and end, and different punctuation marks
- Begins to understand why people read—to learn and enjoy

The alphabet

By the end of first grade, a child . . .

- Can recognize and name all of the letters of the alphabet

Sounds in spoken language

By the end of first grade, a child . . .

- Can count the number of syllables in a word
- Can put together and break apart the sounds of most one-syllable words

Phonics and word recognition

By the end of first grade, a child . . .

- Can show how spoken words are represented by written letters that are arranged in a specific order
- Can read one-syllable words using what he knows about phonics
- Uses phonics to sound out words he doesn't know
- Can recognize some irregularly spelled words, such as *have*, *said*, *you*, and *are*

Reading

By the end of first grade, a child . . .

- Reads aloud first grade books and understands what they mean
- Can tell when he is having problems understanding what he is reading
- Reads and understands simple written instructions
- Predicts what will happen next in a story
- Discusses what she already knows about topics of books she is reading
- Can ask questions (how, why, what if?) about books she is reading
- Can describe, in his own words, what he has learned from a book he is reading
- Can give a reason for why he is reading a book (to be entertained, to follow directions, to learn about a non-fiction topic, for example)

Spelling and writing

By the end of first grade, a child . . .

- Uses invented (or developmental) spelling to try to spell words on his own
- Understands that there is a correct way to spell words
- Uses simple punctuation marks and capital letters
- Writes for different purposes—stories, explanations, letters, lists
- Writes things for others to read (by thinking of ideas, writing draft copies, and revising drafts)

Vocabulary

By the end of first grade, a child . . .

- Uses language with more control (such as speaking in complete sentences)
- Understands that the language used in school is more formal than the language used at home and with friends
- Talks about the meaning of words and uses new words when he speaks and writes
- Begins to see that some words mean the same thing (synonyms) and some words have opposite meanings (antonyms)
- Begins to recognize that words play different roles in sentences (for example, some words—nouns—name things and some words—verbs—show action)

The main source for the list of accomplishments is *Preventing Reading Difficulties in Young Children*. For more information about this book, see Suggested Reading in the back of this booklet.