



### LEARNING AT HOME

- **Read to and with your child every day!** Take turns reading. You read a sentence or a page and then have your child read. Stop and talk about what is being read. Ask questions that relate to your child's experiences such as, "What do you think you would do?" "Has something like that ever happened to you?" "What will happen next?" "Can a frog really become a prince?"
- **When your child does not know a word** make sure you give them a chance to figure it out. Assist your child by talking about what word would make sense in the sentence/story. Point out clues in the illustrations or other sentences. Say the first letter and say all the sounds slowly or find 'parts' of the word he or she may know or 'chunks' of the word such as 'to-day'.
- **Play simple word games such as scrabble** or hangman and practice the sounds of letters as you play. Use a simple word like 'hop' and take turns thinking of words that sound like 'hop'.
- **Make words on the refrigerator with letter magnets**, make a string of rhyming words.
- **Give your child two or three words and have** them place them in the correct order alphabetically. (Horse, fruit, zebra – which word would be first, second...)
- **Have your child practice reading sentences** with feeling. (Excitement, sadness, worry, fears, etc.). Show how different kinds of print such as bold or italic or the end punctuation in a sentence (?,!) might change how the sentence is read.

- **While you are reading, point out examples** of patterns of sounds or words. Have your child repeat this pattern at the right place in the story. That can be "her/his" part of the story to read. ("I don't like green eggs and ham! I don't like them Sam I am.")
- **While reading point out the names of the author** and the illustrator. Talk about what an author and illustrator do. Read books the same author and ask how each book is similar or different from the others. Have your child write and illustrate/their own story. Have your child tell a story with his/her own words as you write and let the child read the story back to you or another family member.
- **Point out different parts of a book or different print styles.** If your child needs help with a word, show him/her how to use a dictionary or how an encyclopedia can be used to find information. Practice finding interesting information together.
- **Read a longer book and continue reading** it from one night to the next. Before you begin reading the next night – have your child retell what happened the previous night. Read both fantasy and reality based books.
- **Model reading and add books to your child's library** when possible.

## A PARENT'S GUIDE TO FIRST GRADE READING



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#### South Dakota Resource Network

PO Box 218 ★ Sturgis, SD 57785-0218 ★ Phone: 800-219-6247 ★ Fax: 605-347-5223 ★ [www.sdprn.org](http://www.sdprn.org)

and the

NORTHSHORE SCHOOL DISTRICT  
3330 Monte Villa Parkway • Bothell, WA 98021-8972  
(425)489-6000

ON THE WEB  
<http://www.nsd.org>

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Created by:

Kathy Caley, Beth Heinz, Laurie Murphy, Suzanne Norring,  
Melissa Sargent, Judy Schaad, and Therese Schmidt with support from  
Bob Koontz, Principal-Briarcrest Elementary School

**BRIARCREST  
ELEMENTARY SCHOOLS  
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## BUILDING

### Understands and uses different skills and strategies to read

- Identifies beginning/ending sounds, rhyming words and uses word endings
- Reads grade level sight words automatically
- Understands and uses new vocabulary
- Uses picture and context clues to predict and confirm word meaning in text
- Rereads to correct errors
- Reads familiar grade level text aloud, with accuracy

This means that by the end of the first grade children—

- Say letter sounds slowly to read new words from beginning to end
- Understand and use long and short vowel sounds. (a long vowel says its name – the ‘i’ in like; the short vowel would be the ‘i’ in lick).
- Identify ‘parts’ within words and use the parts to read new words such as ‘to-day’ or ‘yes-ter-day’.
- Recognize words that are used often (they, but, and...) and can correct their mistakes while reading.
- They are beginning to read with feeling. For example, using different voice tones (higher/lower), volumes (loud/soft), and different speeds (faster/slower).
- Are able to recognize a pattern. A pattern is when some of the words or phrases in a sentence are used over and over. Some book examples that use a pattern include: If You Give a Mouse a Cookie, or Green Eggs and Ham.
- Can say words that “sound alike” such as (can, pan, man...)



## BLOCKS FOR

### Understands the meaning of what is read

- Asks questions before, during and after reading
- States the main idea and lists important details verbally or in writing
- Retells stories/gives a verbal or written response to a story
- Uses title page, table of contents, glossary, diagrams and maps to find information
- Identifies character, setting and important events
- Explains similarities/differences in different texts

This means that by the end of the first grade children—

- Understand what is happening or what could happen in a story based on asking questions, picturing the story in their mind, and relating the story with what they know about their own experiences.
- Can identify cause/effect or the problem/solution in the story or the book. (For example: In the book If You Give a Mouse a Cookie, every time the boy gives the mouse what he wants it creates a new problem.)
- Can identify the main problem or idea in a story and can retell stories with a beginning, middle, and end using the character and events.

### Sets goals and evaluates progress to improve reading

- Chooses appropriate books at his/her reading level
- Shares reading material at school and home



## READING

### Reads different materials for a variety of purposes

- Reads to learn new information, answer questions or solve problems
- Reads and follows simple directions
- Uses cover and title page, page numbers and maps to perform a task
- Responds to a variety of literature by drawing, writing, performing or presenting
- Listens to, reads, discusses cultures, traditions, family and friendship in stories

This means that by the end of the first grade children—

- Understand that illustrators draw and create the pictures of a story and authors create and write the plot, setting, and the characters in a story.
- Recognize that stories written by the same person might be alike and different. (Example: Books by the same author may have the same rhyming style or use the same characters but have different plots. Authors such as Laura Numeroff and Eric Carle are good examples.)
- Know how a book is put together—there is a table of contents, an index (the alphabetized list of subjects in the book) and a glossary (the listing of words at the end of the book).
- Know that different parts of a book help the reader to understand what the book is about. (For example, maps and photos give the reader visual information or a different print type such as bold or italic may be used to identify important words.)