

Questions

Questions for your child's teacher:

- ◆ What is the best way/time to contact you?
- ◆ What are your expectations for my child?
- ◆ What is your homework policy?
- ◆ How often do you send a class newsletter home to keep me abreast of assignments, activities or field trips?
- ◆ When are tests given?
- ◆ Will you sponsor 1st grade workshops to link home and school?
- ◆ How do you assess my child's strengths and weaknesses?
- ◆ How do you determine classroom seating?
- ◆ What is your policy for misbehavior?
- ◆ If my child is having problems reading can you let me know the areas that need extra emphasis?
- ◆ I also need strategies and activities to link home and school?

Activities for Home

What can I do to help my child from home?

- ◆ Play everybody stop, drop and read.
- ◆ Create bingo word and alphabet games
- ◆ Borrow or check a copy of "Hooked on Phonics" from Cleveland Public Libraries.
- ◆ Create a "Memory Game" by using sight words.
- ◆ Create a stop sign out of popsicle sticks and construction paper to teach your child when they see punctuation it means stop. Sign can also be used as a pointer when reading.
- ◆ Cut out magazine pictures and classify them by color and shapes.
- ◆ Cut out compound words in the newspaper.
- ◆ Create family rhymes and raps.
- ◆ Conduct a reading walk of a book (look at pictures) and make predictions.
- ◆ Read to or with your child at least 20 minutes daily.
- ◆ Use puppets to retell or go over stories Always ask the- how, who, what, where, when and why questions after a story.
- ◆ Encourage your child to author or create their own story books Write letters and emails to relatives and friends.
- ◆ Select a topic for discussion and let your child share their opinion.
- ◆ Put on family talent nights to share poetry, songs and skits.
- ◆ Limit television viewing to create more read aloud times.

A Message from the CMSD

~School Parent Organization~

Dear Families,

This information was created by CMSD families for CMSD families. It is intended to provide parents and caregivers with knowledge about standards based education to ensure their children reach their full academic potential.

NOTES:





What should my first grader learn about English Language Arts

Phonemic Awareness, Word Recognition and Fluency

- ◆ Students know which sounds each letter makes and use this knowledge to read words.
- ◆ Students can read aloud using common words and reading skills-They can change tone and read smoothly-not choppy.

Acquisition of Vocabulary

- ◆ Students can use hints from surrounding sentences and pictures to define new words.
- ◆ Read common words correctly.
- ◆ Build vocabulary by knowing different word structures and how the words are made (compounds, contractions, prefixes).
- ◆ Know how words are alike and different (synonyms, antonyms, homographs).
- ◆ Students can use a glossary, dictionary, and computer to learn what a word means and how to pronounce a word.

Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- ◆ Children read for a purpose (to follow directions, entertainment, to get information) and use told to organize what they read (diagrams, KWL charts).
- ◆ Students use illustrations, cover pages, and what they already know to guess what happens next.
- ◆ Draw conclusions from information in text.

- ◆ Can summarize important parts and students can identify likes and differences of reading material.
- ◆ Students can answer questions from the story and foresee what may happen next.
- ◆ Students know when they need to re-read if what they have read doesn't make sense and self-correct as needed.

Informational, Technical and Persuasive Text

- ◆ Students can use illustrations (pictures), captions, diagrams, table of contents and glossary to understand information.
- ◆ Students can answer the 5W's: who, what, where, when, and why. OR Students can ask questions that will help them understand what they are reading in factual text, i.e. reports about animals, historical events or people, etc.
- ◆ Students can identify the main/central idea and supporting details.
- ◆ Students can read diagrams, captions under pictures, charts, maps, and graphs.
- ◆ Students can follow and complete directions that have two or three steps.

Literary Text

- ◆ Students know how the action in stories is alike and/or different.
- ◆ Students know where and when a story takes place, who is in the story, and what the story is about (theme).
- ◆ Students can tell the difference between different types of writings (i.e. plays, poems, fables, fiction, and non-fiction).

- ◆ Students will know that the author uses words to make the reader feel a certain way (happy, sad, scared).
- ◆ Students can identify the moral/main idea of the story.

Writing Process

- ◆ Students will discuss ideas before writing (brainstorming).
- ◆ Students know why they are writing, and for whom they are writing.
- ◆ Students will complete prewriting activities (graphic organizers, outlining, webs).
- ◆ Students will proofread and edit (individually, with peers and with teacher).
- ◆ Students will correct all errors to create a final, polished copy.
- ◆ Students will use a rubric/checklist so that they know what they must include to get the best possible grade.
- ◆ Students will share their writings through presentations, classroom bulletin boards, and displays.

Writing Applications

- ◆ Students' writings will be clear and focused, with a lot of explanation/details.
- ◆ Students can react in writing to what they have read.
- ◆ Students will write friendly letters and invitations complete with date, greeting (Dear ...), body, closing (Sincerely,), and signature.

Writing Conventions

- ◆ Students will write neatly with correct spacing between letters and words.
- ◆ Students will spell grade-appropriate words correctly.
- ◆ Students will use capital letters when needed, and will use punctuation marks correctly.
- ◆ Students will use correct grammar when writing (noun/verb agreement, tenses: past/present/future).

Research

- ◆ Students know how to find answers to questions using research books, the library, the internet, etc.
- ◆ Students can repeat specifics about a selection/story.

Communications: Oral and Visual

- ◆ Students will use listening skills to recognize the main idea and important details from speakers.
- ◆ Students will think about past experiences and beliefs while listening to a speaker.
- ◆ Students will follow a set of directions with more than one step.
- ◆ When speaking aloud, students will speak clearly so they can be understood, and loudly enough so that they can be heard by all.
- ◆ Students will give oral presentations (speeches) using information they have researched to inform and/or entertain a group of people.