

## First Grade Curricular Summary and Academic Expectations

### Fourth Quarter (Mid March- Mid June)

Dear Parents,

Below you will find an updated description of the curricular and academic expectations that I have for your child by the end of first grade. It provides some background information that may help you to better understand your children's report cards. You may find some information repeated from previous terms.

The performance of several of our students exceeds the expectations described below. However, if your child is meeting these expectations, they should be well on the road to reading, writing, and solving problems fluently and skillfully.

#### Reading

**In terms of specific reading skills, by the end of first grade I expect your child to:**

- have learned all the sight words through the end of the second grade list.
- when decoding new words, apply letter / sound relationships for single letters, pairs of letters like "th" or "er" (phonograms), and short and long vowel patterns like "silent e," vowel pairs, and r-controlled vowels.
- sound out words of up to 8 or 9 letters using syllables and common letter patterns (such as ing, ed, s), taking all letter cues into consideration as they decode.
- match decoded words to a word they know that makes sense with the story.
- predict words and content as they read.
- monitor their reading for decoding and comprehension mistakes that don't make sense, re-reading or correcting them to improve understanding.
- fluently read books using longer stretches of text and more complex vocabulary in a manner that sounds like natural speech. (Henry and Mudge, Frog and Toad, Arthur books)
- identify elements such as characters, setting, problems, solutions, beginnings, middles, ends, main ideas, and details in stories they have read.

#### Writing

**There are two main areas of writing in which I assess the students: composition/mechanics and ideas.**

- In the area of **composition**, I expect your child to be writing 10 or more sentences during each writing session which stay on topic, make sense, and use natural, increasingly varied vocabulary. All students should be including more details; beginnings, middles, and ends; and more complex vocabulary.
- In the area of **mechanics**, your child should be consistently using capitals and periods to start and finish their sentences. Their handwriting should be legible and

well spaced, and should begin to become smaller. Your child should be able to look for and correct missed words, capitals, and periods as part of the editing process.

### Spelling

**At this time of year, I assess first graders on both their developmental spelling level and their ability to spell a growing number of sight words accurately.**

By the end of first grade, students should become very proficient in writing down all the sounds that they hear as they write un-learned words. In addition, students should be applying spelling patterns that they encounter in books and lessons even though they may use them inaccurately. At this time, given the terms I described at the beginning of the year, your child should be a *transitional or conventional* speller.

- *Phonetic* spellers include a letter for every sound in the word they are writing, spelling the word "united" as "unitd".
- In the next stage, *transitional*, children begin to experiment with and apply spelling patterns that they recall from reading. A *transitional* speller may spell the above word "youknighted."
- It is at this stage that they are ready to learn the *conventional* spelling of the word since they are developing a visual understanding of it. They are frequently used, irregular words that they just have to memorize like "of" and "are." As part of that process, students should be able to identify words in their own writing that are misspelled or "don't look right."

Your child is also expected to increase their vocabulary of words they can spell from memory. The end-of-the-year goal is for your children to correctly spell at least 75 of the 100 most used 2<sup>nd</sup> grade level sight words. They should be able to demonstrate routine correct spelling of such words in their everyday writing.

### Mathematics

In the fourth term of our math program, we are focused on strategies for even and odd numbers, telling time to the minute, writing numbers to 1,000,000, completing problem solving routines, reading thermometers to the nearest 10 degrees, and adding and subtracting with regrouping. Your child should be *secure* in all the above skills and concepts to be meeting expectations in mathematics.

The program also expects your child to have a *developing* grasp of the following concepts: fractions, geometry, measurement, and early multiplication skills.