
What is expected in First Grade?



A Guide to the
MISSISSIPPI STATE STANDARDS
for
Lee County Families

Dear Parents,

Your child is about to begin first grade in Lee County School District. We would like to take this opportunity to welcome you to a new school year!

All Lee County schools strive to provide the best education possible to each and every student. Lee County Schools, along with all Mississippi schools, has adopted the Mississippi College and Career Readiness Standards. The standards reflect input from educators and parents from all over the state. They are designed to ensure that students are better prepared for college and the workplace; therefore, these standards are more rigorous than previous learning objectives. We, as educators, are working to ensure that every student meets these standards.

The information provided in this guide gives an overview of what your student needs to master in order to be successful in first grade. You should use this guide, along with information provided by your school, to help build a relationship with your child's teacher. We believe that communication between home and school is the key to success for your student!

Thank you for allowing us to be part of your child's educational experience.

Sincerely,

The Educators and Staff of Lee County School District

Reading/Language Arts

First grade students continue to build on the standards learned during Kindergarten. He or she will be expected to read and comprehend various kinds of text, improve his or her phonics and writing skills, and continue to learn the conventions of English grammar and spelling. Below is a sample of the skills that your child will be working on in first grade. For a complete list of standards, please visit www.mdek12.org.

Reading Standards for Literature

- Ask and answer questions about key details in the story.
- Retell familiar stories.
- Describe characters, setting, and events.
- Explain the differences in texts that tell a story and texts that give information.
- Compare and contrast the adventures of different characters.

Reading Standards for Informational Text

- Identify the main topic and retell key details of the text.
- Describe connections between individuals, events, ideas, or pieces of information in the text.
- Know and use various text features.
- Compare and contrast two texts on the same topic.

Foundational Skills of Reading

- Recognize the distinguishing features of a sentence.
- Segment words into their complete series of individual sounds.
- Recognize and produce rhyming words.
- Determine the number of syllables in a word.
- Decode two-syllable words following basic patterns by breaking them into syllables.
- Read on-level text fluently and with purpose and understanding.

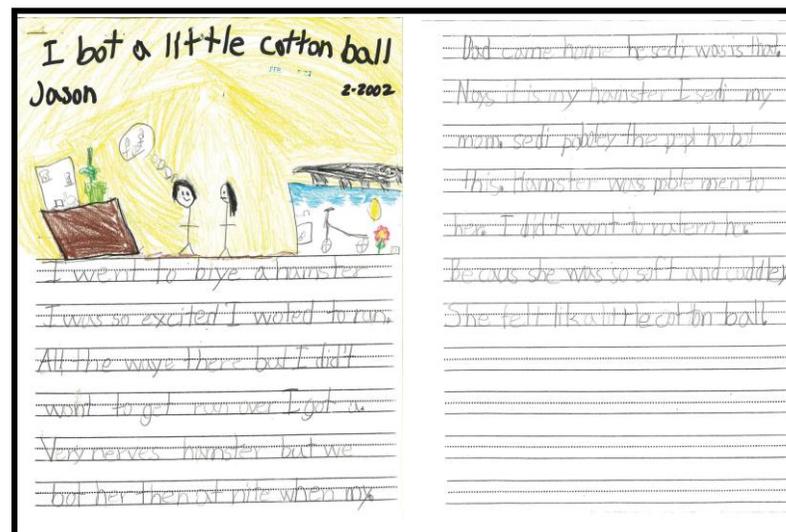
Speaking and Listening Skills

- Participate in class discussions including following agreed upon rules and continuing conversations through multiple exchanges.
- Ask and answer questions in order to get help or clarify something that is not understood.
- Describe familiar people, places, and events with relevant details, expressing ideas and feelings clearly.
- Speak audibly and express thoughts, feelings, or ideas clearly.

Writing

Writing Skills

- Write opinion pieces, develop informative or explanatory texts, and narrate events. These works should include two or more details and provide a sense of closure.
- With help from others, add details to strengthen their writing and publish their work using digital tools.
- Participate in shared reading and writing projects.
- By the end of the school year, a student's writing should be at or above the following sample.



The writer of this piece:

- ✓ establishes the situation with the opening sentence.
- ✓ recounts two or more appropriately sequenced events.
- ✓ includes some detail regarding what happened.
- ✓ uses temporal words to signal event order (though the writer does not consistently include them).
- ✓ provides some sense of closure.

Language

Language Skills

- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in sentences.
- Use frequently occurring adjectives, conjunctions, and prepositions.
- Produce and expand complete simple and compound sentences.
- Begin to use capitalization and punctuation correctly.
- Use conventions of spelling.
- Use frequently occurring affixes (-ed, -s, -es, re-, un-, pre-, -ful, -less, -ing, -ly, -er, -est).
- Sort words into categories.
- Distinguish shades of meaning among verbs (look, peek, glance, stare) and adjectives (large, gigantic, huge).

Sample Texts for First Grade

Research shows that children who read books for just 20 minutes a day perform better in school. The books listed below demonstrate the appropriate level of text complexity for first grade students.

Stories

- *Little Bear* by Else Holmelund Minarik
- *Are You My Mother?* By P.D. Eastman
- *Green Eggs and Ham* by Dr. Seuss
- *Pancakes for Breakfast* by Tomie DePaola
- *Owl at Home* and *Frog and Toad Together* by Arnold Lobel
- *Hi! Fly Guy* by Tedd Arnold

Poetry

- “Drinking Fountain” by Marchette Chute
- “Poem” by Langston Hughes
- “Laughing Boy” by Richard Wright
- “Celebration” by Alonzo Lopez

Informational Text

- *A Weed is a Flower: The Life of George Washington Carver* by Alike
- *My Five Senses* by Alike
- *Starfish* by Edith Thacher Hurd
- *Truck* by Donald Crews
- *Let’s Find Out About Ice Cream* by Mary Ebeltoft Reid

Tips for Helping Your Child in Reading

Listed below are some tips for helping your first grader with reading skills at home.

- **Make reading a regular event.** Make sure to set aside special time for reading with your child each day. Not only does this improve a child’s reading skills, it helps to strengthen bonds between parent and child. If your child is already a reader, do not expect them to always read to you. Take turns reading!
- **Practice the three P’s—Pause, prompt, and praise.** Most children will pause when they come to a word they don’t know. Don’t tell them the word immediately. Give them time to think. If they still don’t know the word after 10-20 seconds, give them a prompt such as, “Can you sound out this word?” If prompting doesn’t help, then tell them the word. Be sure to praise their efforts.
- **Keep moving.** While accuracy is important, not every word has to be correct! You should not interrupt your child for every mistake he or she makes. Only interrupt if the mistake is going to cause a misunderstanding. Instead of interrupting, make notes of mispronounced words and review them when your child finishes reading the passage.
- **Talk about it.** Be sure to talk about every story that you read. Ask about your child’s favorite part, who the characters were, or where the story took place. If the passage is informational, be sure to ask about the main idea. The more your child talks about the passage, the more he or she learns and remembers!
- **Don’t wait to get help.** If you suspect that your child has a reading problem, seek help or advice immediately. Reading problems often get worse as a child gets older. Be sure to stay in close communication with your child’s reading teacher in order to identify problems as they arise.



Mathematics

In first grade, students learn to represent and solve problems involving addition and subtraction, count to 120, understand place value, measure, and tell time. Below is a sample of the skills that your child will be working on in first grade. For a complete list of standards, please visit www.mdek12.org.

Operations and Algebraic Thinking

- Use addition and subtraction within 20 to solve word problems.
- Begin to learn the rules of addition and subtraction. For example, know that $3 + 8 = 11$ is the same as $8 + 3 = 11$.
- Understand the meaning of the equal sign and determine if equations are true or false.
- Determine the unknown number in an equation. For example, $___ + 4 = 9$.

Number and Operations in Base Ten

- Count to 120, starting at any number less than 120. Read and write numerals within this range.
- Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Compare two-digit numbers using the $>$, $<$, or $=$ symbols.
- Add within 100, using models or drawings.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.

Measurement and Data

- Order three objects by length.
- Measure objects using non-standard measures such as blocks or cubes.
- Tell and write time in hours and half-hours using analog and digital clocks.
- Organize, represent, and interpret data in simple graphs.

Geometry

- Distinguish between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes (e.g. color, size, and orientation); build and draw shapes to possess defined attributes.
- Compose large shapes from smaller shapes (e.g. compose a hexagon from six triangles).
- Partition circles and rectangles into two and four equal shares, describe the shares using words *halves*, *fourths*, or *quarters*.

Tips for Helping Your Child in Math

Listed below are some tips for helping your first grader with math skills at home.

- **Incorporate math language into your daily routines.** Practice words like *half*, *quarter*, and *fourth* while in the kitchen. For example, divide a sandwich into four equal pieces. Explain that each piece is called a fourth and two fourths make one half.
- **Play simple math games with everyday objects.** While playing outside, have your child order three toys from shortest to longest. Group everyday objects, such as blocks, into categories making a simple bar graph. Then, count the number of categories and the objects in each category. Ask your child “how many more?” and “how many less?” questions about the graph.
- **Practice simple addition and subtraction through story problems.** While coloring, take a handful of crayons (less than 20). Ask your child to count the crayons. Then ask him or her the number of crayons needed to make 20.
- **Introduce your child to the concepts of time and money.** Purchase an inexpensive clock or watch for your child. Be sure to make note of the time while going through daily routines. Help your child count his or her money before putting it in a piggy bank. Allow your child to make small purchases at the grocery store or restaurant.
- **Help, but don’t do it for them.** Instead of giving your child the answer to a problem, help them to reword or see the problem in a different way. Encourage them to try different solutions, draw pictures, or use manipulatives in order to find the answer on their own.



Science and Social Studies

Science and Social Studies are an important part of a child's education even at the first grade level. At this level, many of the science and social studies standards are incorporated into reading/language arts through themes. Below is a sample of science and social studies standards that are found in the typical first grade classroom.

Science: *Students will demonstrate an understanding of . . .*

- the basic needs and structures of plants.
- how living things change in form as they go through the general stages of a life cycle.
- what plants need from the environment for growth and repair.
- the interdependence of flowering plants and pollinating insects.
- the ways plants adapt to their environment in order to survive.
- that light is required to make objects visible.
- sound.
- the patterns of weather by describing, recording, and analyzing weather data to answer questions about daily and seasonal weather changes.
- models (drawings or maps) to describe how water and land are distributed on Earth.
- human dependence on clean and renewable water resources.

Social Studies: *Students will . . .*

- examine how individuals play different roles and exercise good citizenship.
 - demonstrate knowledge of how to be a good citizen at home and school.
 - demonstrate a knowledge of authority figures at home and school.
 - differentiate between needs and wants of individuals at home and school.
 - evaluate how families use goods and services.
 - analyze the role of money within the home.
 - explore the similarities and differences of families and schools.
 - describe and explain traditions and contributions of various cultures.
 - explain the role of cooperation and compromise within families and school communities.
 - identify a sense of place relative to an individual, home, and school.
 - describe physical features of the environment.
 - recognize maps, graphs, and other representations of the earth.
 - evaluate how people and events have shaped the local community, state, and nation.
 - compare the ways individuals and groups in the local community and state lived in the past to how we live today.
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Helping Your Student Succeed

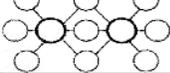
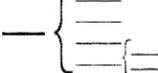
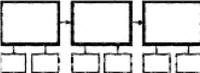
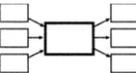
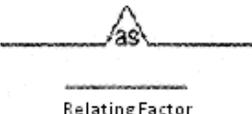
As parents, you are the most important element in your child's success. Listed below are the top five ways you can help your child succeed in school.

1. **Make sure your child is at school every day possible.** If your student is absent, he or she is missing valuable lessons. We understand that absences will occur, but try to limit missed days to sickness and emergencies only.
 2. **Establish a homework routine.** Establish a routine time and place for completing homework assignments. If your child doesn't have homework, use the time to review or read.
 3. **Keep in touch with teachers.** Teachers expect parents to contact them once or twice per term. This could be as simple as a note or email to say, "How's my child doing?" or more formal, such as a parent-teacher conference.
 4. **Teach your child character.** School is a social place, and students must behave accordingly. Teaching your child to respect others and to say "please" and "thank you" goes a long way to helping them become responsible citizens.
 5. **Make time every day to talk with your child about the day's activities.** Let them know you care, and really listen to what they have to say.
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Thinking Maps®

Thinking Maps are a district wide initiative designed to provide a consistent format for organizing thoughts across grade levels. *Thinking Maps* are used in the same manner as graphic organizers; however, while there are thousands of graphic organizers, there are only eight *Thinking Maps*! The maps will be introduced during the first semester of school and used throughout the school year. Examples of each map are shown below.

Map	Thinking Process	Questions to be Answered
Circle Map 	Defining in Context	How are you defining this thing or idea? What is the context? What is your frame of reference?
Bubble Map 	Describing Qualities	How are you describing this thing? Which adjectives would best describe this thing?
Double Bubble Map 	Comparing and Contrasting	What are the similarities and differences between these two things?
Tree Map 	Classifying and Sorting	What are the main ideas and supporting details in this information? How would you sort these objects or this information into categories?
Brace Map 	Part-to-Whole Relationships	What are the component parts and subparts of this whole physical object?
Flow Map 	Sequencing	What happened? What is the sequence of events? What are the substages?
Multi-Flow Map 	Cause and Effect	What are the causes and effects of this event? What might happen next?
Bridge Map 	Seeing Analogies	What is the analogy being used? How are these things related? What is the relating factor?



Online Resources

Mississippi Department of Education

www.mdek12.org

Lee County Schools

www.leecountyschools.us

**Please sign up for Active Parent to access your student's grades.*

National Parent-Teacher Association

www.pta.org

Parent Resources

www2.ed.gov/parents

This brochure is a publication of



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