



An At-Home Guide for Families

First Grade English Language Arts in North Carolina Public Schools

Content Outline

At the end of the year, my child will know...








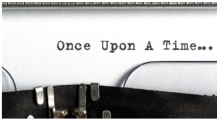


- How to answer who, what, when, where, and why questions and ask questions about key details in the text.
- How to use key details to describe the characters and the setting in a story.
- How to recall the major events in a story.
- How to identify the person telling the story at various points in a text.
- How to retell a story and determine its central message.
- How to describe differences between fiction and informational text.
- How to use details to help understand the key ideas in the text.
- How to use text features to understand information in the text.
- How to identify the main topic and recount key details of a text.
- How to describe the connections between individuals, ideas, or pieces of information in the text.
- How to identify the author's idea and provide reasons the author gives to support their idea in the text.
- How to show the similarities and differences between two books on the same topic.
- How to blend sounds, including consonant blends, to make words.
- How to divide words into individual sounds and separate words into syllables.
- How to recognize common digraphs and their sounds (e.g. sh, ph, wh, ch, and th).
- How to read words with (inflectional) endings.
- How to decode words that end with silent e and words that include vowel teams.
- How to read grade-level text with purpose and understanding and self-correct when they read.
- How to write a story with at least two different events, supporting details and temporal words (e.g. first, next, finally) and give a conclusion.
- How to organize ideas around a topic with help from others.
- How to write to inform others or explain a topic using facts and give a conclusion.
- How to explain their opinion and give a conclusion statement.
- How to gain an understanding of and skill set pertaining to basic conversation etiquette in various social situations.
- How to identify and clarify the multiple-meaning words and phrases using context clues.
- How to use subject and verb agreements to make basic sentences

Curious what the specific standards are for First Grade English Language Arts in North Carolina?




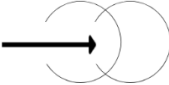
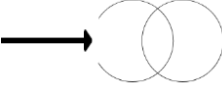







Check out the [North Carolina Standard Course of Study](#) to learn more. Looking for additional explanations about what students should be able to do at the end of this course? Check out [NC DPI's unpacked contents document](#) aligned to the course standards.















Key Vocabulary

Visual	Term	Definition
	key details	important parts of the text
	visualize	form a mental image of; imagine
	setting	the time and place of action in a story
	character	the person in the story
	recall	to tell what happened in order
	events	a thing that happens; an occurrence
	relate	to make or show a connection
	phrase	a small group of words standing together
	retell	to tell the story's main events from the beginning to the end
	central message	the lesson in the story



	informational text	a nonfiction text whose purpose is to inform the reader
	nonfiction	writing that is based on facts to inform the reader
	evidence	a body of facts
	compare	name how 2 or more things are alike
	contrast	name how 2 or more things are different
	key ideas	the important information in a text
	text features	components of a text that are not in the main body of the text
	recount	to tell someone about something
	topic	the subject or matter being discussed or written about in a text
	fluent	describes a pace of reading that is smooth and accurate and demonstrates understanding
	narrative	a story about events in your life
	illustrator	tell stories through creating pictures



	author	person who has written the text
	retell	to tell again
	blend	to put together
	syllable	part of a word with a single vowel sound, pronounced as a unit
	decode	to segment and blend the sounds of letters on a page to read words
	consonant digraph	two consonant letters that work together to make one new sound
	context clues	hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words
	opinion	your belief, preference or feeling about a topic
	parts of speech	different types of words in a sentence that work together to make a complete sentence
	statement	sentences that express a fact, opinion or idea and end with a period (.)
	justify	to show proof for a statement being made
	subject	a person or thing that is being discussed, described, or dealt with



Learning in Action: Grade Level Skills

Examples of Grade Level Skills

Grade level example of context clues using a sentence and multiple choice.

It was so frigid outside that Cora had to wear her coat, hat, and mittens to keep warm.

What does the word 'frigid' mean in the sentence? Use context clues to help you.

- A) hot
- B) cold
- C) boots
- D) rainy

Grade level example of identifying a central message of the story and justifying the answer.

The central message of 'The Ant and the Grasshopper' is there's a time for work and a time for play. I know this because the ants were working hard to collect and store food for winter. The grasshopper did not want to help and chose to play music all day. When winter came, the grasshopper had no food to eat.

Grade level example of breaking apart words into their syllables.

1 Syllable	2 Syllables	3 Syllables
cat fish clap	mon/key ta/ble hap/py	ham/bur/ger to/ma/to mi/cro/wave

Grade level example of identifying the main topic using key details and multiple choice.

Soccer is one of the most popular sports in the world. This may be because you only need a ball to play. Although we call it soccer in the United States, many other countries call it football. Soccer is a team sport. You can play soccer on an outdoor field or an indoor field.

What is the main topic of the text?

- A) United States



- B) the weather
- C) soccer
- D) golf

Resources

Links and online resources to allow you to support your child's learning.

- [BrainPop Jr.](#) - ELA resources, interactives
- [PBS Kids](#) - Educational videos, activities, and games
- [EL Education](#) - 1st grade resource
- [Khan Academy Kids](#) - ELA resources, videos, and how to's

At-Home Connections

Asking questions and having conversations is beneficial to your students' understanding of what they read or what they are observing. You can talk with your student about what they have read in class, at home, or even what they have watched on television. Asking them questions requires them to think and comprehend what they have experienced in everyday life.

- Tell me how to figure out the topic of the story. How do you know?
- Tell me how you would break apart [any word] into its syllables.
- Tell me how we can compare and contrast [any two things].
- Tell me what the central message of the story is (use evidence from the text).
- Tell me the sequence of events in the story.
- Read the story together and talk about what you read and what questions you may have.

Challenges to Anticipate

We as parents never want to see our children struggle, but that is a normal and important part of the learning process. When struggling occurs that just means our children are experiencing new challenges and information and it builds their knowledge. Be supportive and encouraging when they struggle and continue to encourage them to read what they are interested in for fun.

- Read often with your child and encourage them to read on their own.
- Show them that you like to read as well and do so for fun.
- Ask questions and have conversations about what they are reading so they are encouraged to continue reading.
- Use the "How to" statements from this document to help ask questions about what your child is reading.



- Talk with your child about real world events and answer questions your child might have about these events.

Communicating with Your Child's Teacher

Still feeling stuck? Reach out to your child's teacher to discuss what you can do further your child's learning. Some questions that might guide your discussion:

- What resources would you suggest I use to support my child?
- Where do you see my child struggling? What can we do together to help?
- What should my child practice at home?
- What collective message can we send together to help my child learn?

Need Technical Help?

Reach out to your student's home school for technical assistance. Include the type of device (PC, Mac, Chromebook, etc.) and browser (Chrome, Firefox, Safari, etc.).

Citations:

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