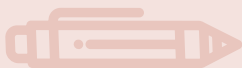
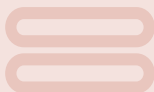
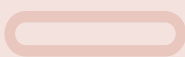


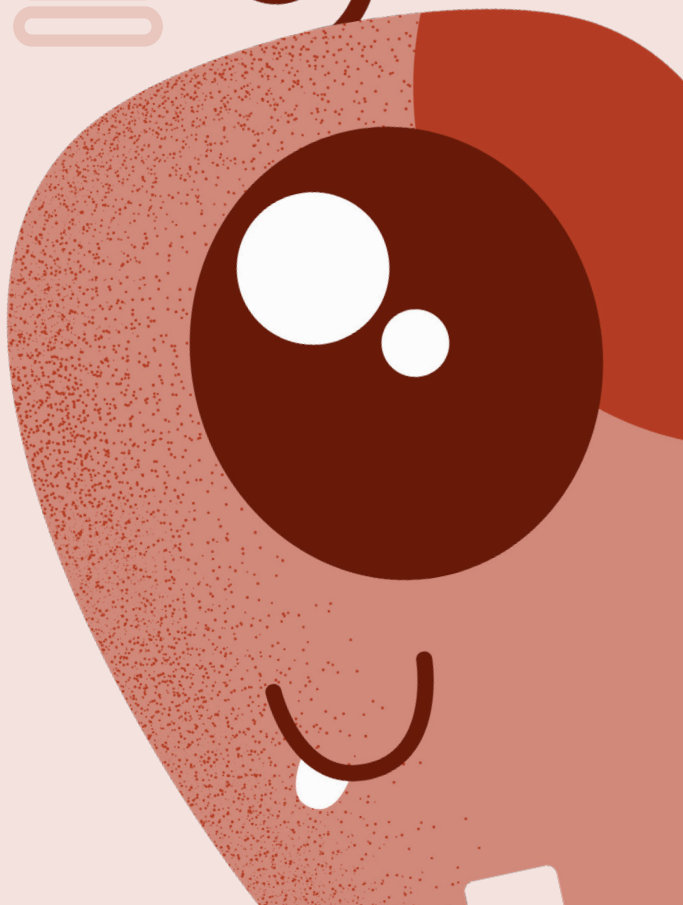
Grade 1

MINNESOTA STANDARDS FAMILY GUIDE

What Your Child Should Know
Activities & Examples of ELA & Math
Tips for Talking with Teachers



great
MN
SCHOOLS



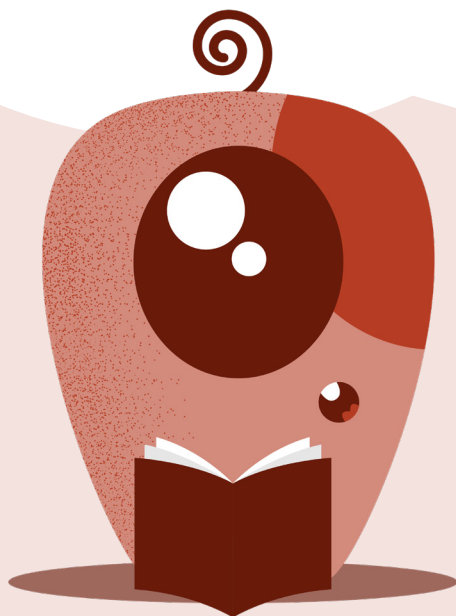
About This Guide

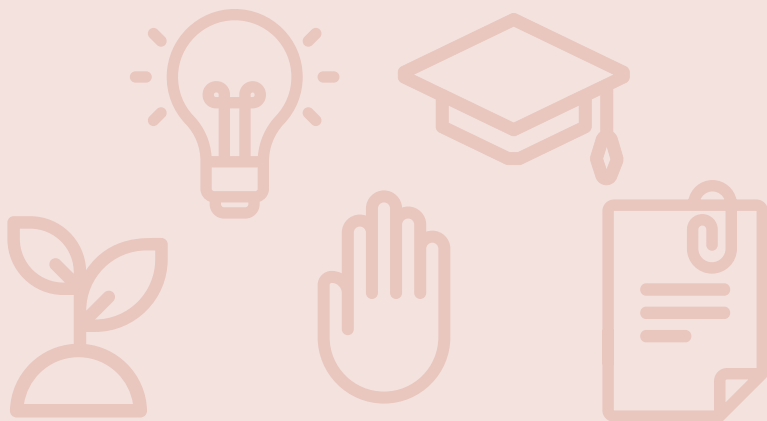
Families want to know what their child is learning in school. They are their child's first- & most important-teacher.

The Minnesota Department of Education decides what every child will learn in school in all subjects. This guide helps you understand those standards in English Language Arts (ELA) & Math. This will help you partner with your child's teachers to support learning during 1st grade.

BEFORE YOU START

Before reviewing this guide, we encourage you to 'gut check' your student's current grade level at belearninghero.org/readiness-check-mn.





This Guide Includes



What your child should know & be able to do–

PAGE 4 FOR ELA & PAGE 10 FOR MATH

The most important content (knowledge & skills) for students to learn by the end of 1st grade



Examples of ELA–

PAGE 6 FOR ELA

Example work your child should be able to write by the end of 1st grade



Everyday activities to support learning–

PAGE 7 FOR ELA & PAGE 12 FOR MATH

Ways you can support your child in learning important content & skills in English Language Arts (ELA) & Math



Tips for talking with teachers–

PAGE 8 FOR ELA & PAGE 13 FOR MATH

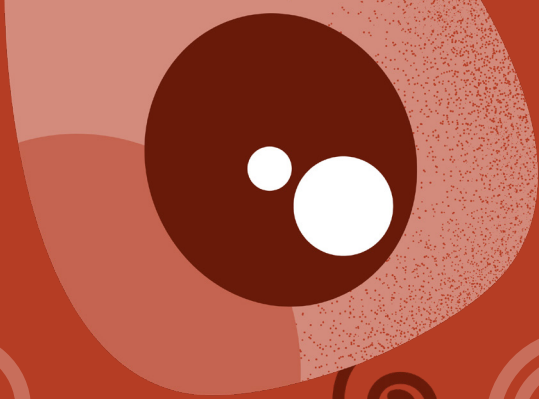
How you & your child's teacher can work together to help your child grow



Education words glossary–

PAGE 14

Definitions of common education words relevant to 1st grade



English Language Arts

WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

During 1st grade, the focus of ELA is strengthening foundational literacy skills. Students are also building knowledge & vocabulary through reading. Students should read independently (with support as needed) & listen to texts read out loud. Texts should be half fiction & half nonfiction. Texts should represent diverse people, ideas & identities, including the voices of historical & modern Dakota & Anishinaabe people.

To see all 1st grade state standards for ELA see here: education.mn.gov/mde/dse/stds/ela



1st graders should understand how to do the following well by the end of the year:

LEARNING TO READ & WRITE

- ✔ Match letters & sounds to **decode** & write out words with 1-2 syllables

punt	paint	put	picnic
wood	want	wool	wet
foil	food	finish	fed
clam	credit	coil	cloud
foil	fall	for	fell
mouth	moist	mascot	moth
solid	shine	soil	shoot
look	lake	loot	limit

- ✔ Read, spell, & properly use sight words that hold the language together. For example, "a", "the", "to", "of", "from", "is", "are"
- ✔ Read **decodable texts** so the reading is smooth¹
- ✔ Write neatly & in full sentences



LEARNING ABOUT THE WORLD THROUGH TEXT

- ✔ Ask & answer questions about texts. Retell what happened & explain key ideas. This may include **inventive spelling**
- ✔ Figure out the meaning of unknown words by using pictures & context
- ✔ Use both drawing & writing to show something new they have learned from a text or about a topic. There should be a clear topic & facts about the topic

1ST GRADE ENGLISH LANGUAGE ARTS EXAMPLES

Below is an example of a **decodable text** at a first grade level. Children should receive these types of **decodable texts** in order to eliminate the distraction of encountering untaught spelling patterns. Texts such as these should include pictures and only have one or 2 sentences per page.



The Hares and the Frogs

Three hares stood in the grass. “I am sad,” one of them said. “I wish we were brave.” “So do I,” said the next one. “But we are not brave. A splash in the brook scares us. The wind in the grass scares us. We are scared all the time.” “Yes,” said the last one. “It is sad to be a hare.”

Just then there was a splash in the brook. The splash scared the hares. They ran off to hide. As they ran, they scared a bunch of frogs. “Look,” said one of the hares. “The frogs are scared of us!” “Yes, they are!” said the next hare. “They are scared of us! Well, I’m glad I am not a frog!” “Yes!” said the last hare. “In the end, it is good to be a hare!”²

Below is an example of writing at the 1st grade level.³

CHESTER’S WAY

Chester’s Way by Kevin Henkes is a _____ | **Names a topic**
storey about two mice named
Chester and Wilson. They are best
friends. They played with echether. _____ | **Retells what happens**
They remgndid echether to wear
sunscreen. They rode bikes with
echother. The drest the same way for Halloween.
Chester and Wilson were probelby best friends _____ | **Inventive spelling**
forever. I have a best friend his name is Chris
we like to taking trns paying at our house. _____ | **Inventive spelling**

¹Decodable text obtained with permission from Core Knowledge Language Arts Curriculum. “CKLA Unit 1.” <https://www.coreknowledge.org/curriculum/download-curriculum/>

²This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons AttributionNonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

³Writing sample obtained with permission from Student Partners. “Student Writing Samples.” Achieve the Core, <https://achievethecore.org/category/330/student-writing-samples>



EVERYDAY ACTIVITIES TO SUPPORT LEARNING

★ **Read together for 20 minutes each day. Talk about what they are reading, discussing & writing about in school**

- Include children in daily household activities that require reading such as cooking, shopping & sorting mail
- Have children write notes & letters to relatives
- Listen to your child read & reread **decodable text**. They should start by sounding out each word & later, be able to read smoothly & clearly. Don't have your child look at pictures & guess the words. Be sure they are working to sound out & then smoothly pronounce words that have sounds & spellings that they've learned
- Have "book talk" conversations. Ask your child to say the important ideas in their own words. Ask your child to show you where to find each idea in the text
- Pick something to learn about together. Read books, look online & do things together to learn more about the chosen topic. You can help your child build knowledge & love for learning
- Encourage your child to begin using writing in the real world. This can include everyday writing notes, journaling with words & pictures, or other creative writing





TIPS

TIPS FOR TALKING TO TEACHERS

1. What are my child's strengths, & how do you use them in instruction?
2. How do you select texts? Will my child see characters & topics that represent them, their background & their identity? Will they learn new perspectives & about diverse characters through classroom texts?
3. Can you show me the results of my child's most recent literacy assessment?
4. What letters & sounds should my child have mastered at this point in the year? Has my child mastered these sounds? Does my child have a chance to read texts that help them practice **decoding** sounds they are learning? Talk about what you see at home
5. What topics are children learning about through reading? What should my child be able to understand, write & talk about as a result of what they have read? Topics in history? Topics in science?
6. Is my child able to talk, draw, or write in ways that show you they understand what they are reading & learning about? If not, what challenges them?
7. What kinds of book(s) is my child reading during independent reading? Are they limited to a specific **reading level**?
8. Does my child have a chance to write regularly in class? Is my child writing clearly & legibly, & in complete sentences? Can you provide a sample of my child's writing?

parents

teachers



10s



5s



Mathematics

WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

During first grade, students deepen their understanding of addition & subtraction. They begin to explore equations, place value, & measurement.

To see all 1st grade state standards for Math see here: education.mn.gov/MDE/dse/stds/Math

1st grade students will spend most of their time learning the following topics. They should understand them well by the end of the year.

LEARNING 1ST GRADE MATHEMATICS

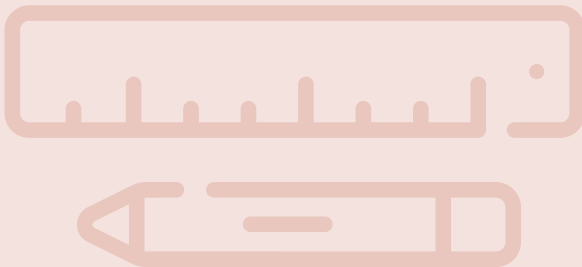
- ✔ Solve **addition** & **subtraction** word problems with numbers up to 20
- ✔ Mentally add with a **sum** of 10 or less. Mentally subtract from a number 10 or less
- ✔ Identify the missing number in a basic equation. **For example, $3 + _ = 7$**

$$3 + _ = 7$$

- ✔ Understand what the digits mean in two-digit numbers. **For example, the number 42 refers to 4 tens & 2 ones**

4 **2**
tens **ones**

- ✔ Add two, two-digit numbers by adding tens + tens & ones + ones
- ✔ Measure lengths of objects by using a shorter object as a unit of length. **For example, "How many pencils long is this table?"**





EVERYDAY ACTIVITIES TO SUPPORT LEARNING

- Skip count forward & backward by 2s, 5s, & 10s to at least 120. Sing, move, or dance as you count. This helps with memory
- In everyday life, ask addition & subtraction problems within 10. **For example, "You have three pencils in your bag, & I have six pencils in my bag. How many pencils do we have altogether?"**

$$3+6=$$

- Practice using words to describe the relative size of numbers. **For example: "The number of plates is equal to the number of glasses." "The number of peas is more than the number of noodles"**
- Practice addition. Add ones + ones & add tens + tens for problems like $39 + 14$

$$39+14=$$

- Practice telling time to the hour & half-hour
- Separate coins into pennies, nickels, & dimes. Find the value of a group of coins, up to one dollar
- Read books that include measurement as a topic or theme. Have your child choose objects around the house & compare their length
- Play board & card games together that use math in strategy or scoring
- Cook with your child & ask them to help you count, add, & compare the amount of ingredients in a recipe

TIPS

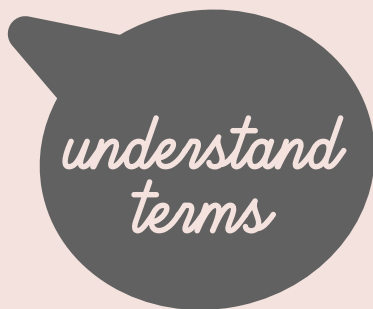
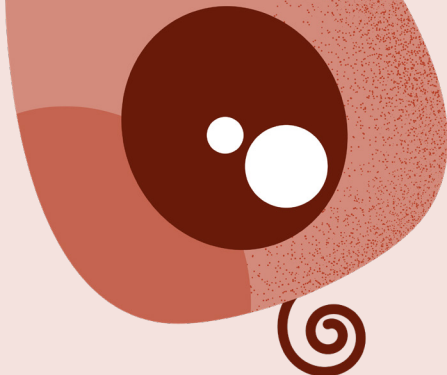


TIPS FOR TALKING TO TEACHERS

1. What kinds of number problems are children learning to solve this year?
2. Can you show me the results of my child's most recent math assessment?
3. How is my child progressing in their understanding of the key content of the grade? Can you share specific updates?
4. How does my child approach complex math tasks? How can I encourage them to learn challenging content?
5. What should my child understand & talk about from what they have learned?
6. Can my child show you that they understand what they learned? If not, what challenges them? How can I help?
7. How can I make learning math feel good?

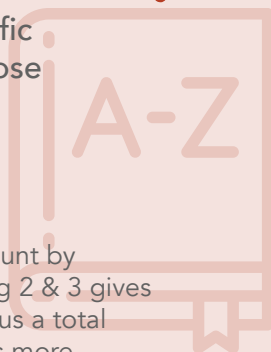
questions





Education words glossary

Educators use words that have a specific meaning in schools. Understanding those terms will help you talk to the teacher.



ADDITION



Addition is when we find the total amount by combining two or more values. Adding 2 & 3 gives us a total of 5. Adding 4, 1, & 3 gives us a total of 8. When we add, the total becomes more.

DECODE



Using letter-sound relationships to correctly sound out & pronounce words. For example, children who have learned the English sounds /a/, /c/, & /t/ can decode "cat."

DECODABLE TEXTS



Books with sound & spelling patterns that teachers have already taught in class. Students can **decode** or sound out most words in the text.



INVENTIVE SPELLING



When students learn to write, they write the sounds they hear. They may not spell the words correctly. Teachers call this “inventive spelling”. Students use the letter & sound connections taught in school to sound out words.

READING LEVEL



Teachers often measure a student’s reading level, usually marked by a letter or number. This helps teachers know what students need to learn. But sometimes, children are only allowed to read texts at that level. Be wary of this practice. Children should not be limited to reading only texts that are at or below their grade level goal.

SIGHT WORDS



Any words that a child can read quickly & naturally. For example, “to”, “the,” “at.”

SUBTRACTION



Subtraction is when we take away from the total amount. If we start with 7 & we subtract 4, we have 3 left. When we subtract the total becomes less.

SUM



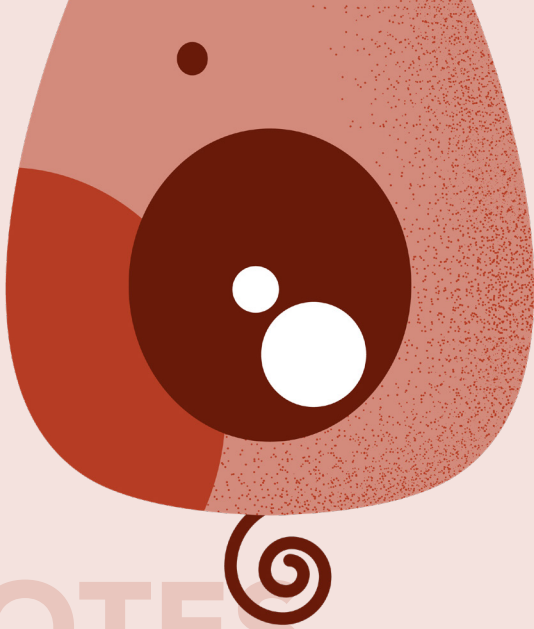
The answer we get by adding two or more numbers.

REFERENCES

Minnesota Department of Education Academic Standards <https://education.mn.gov/mde/dse/stds>

Seek Common Ground Family Guides <https://seekcommonground.org/family-guides>

Core Knowledge Language Arts Curriculum <https://www.coreknowledge.org/curriculum/download-curriculum/>



NOTES

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.

