

Marking Period 1

- 1.1 Show growth in the use of oral language by: **a)** listening and responding a variety of electronic media and age appropriate materials; **b)** telling and retelling stories and events in logical order; **c)** participating in oral language activities; **d)** participating in creative dramatics and **e)** expressing ideas orally in complete sentences.
- 1.2 Expand understanding and use of word meanings by: **a)** increasing listening/speaking vocabularies; **b)** asking for clarification and explanation of words/ideas; **c)** using common singular/plural nouns; **d)** using vocabulary from other content areas.
- 1.3 Adapt/change oral language to fit the situation by: **a)** initiating conversation with peers and adults; **b)** following rules for conversation; **c)** asking/responding to questions; **d)** following simple two-step oral directions and **e)** giving simple two-step oral directions.
- 1.5 Apply knowledge of how print is organized by: **a)** reading from left to right and top to bottom; **b)** matching spoken words with print; **c)** identifying letters, words, and sentences; **d)** reading his/her own writing.
- 1.6a Use beginning and ending consonants to decode and spell single-syllable words.
- 1.7 Use meaning clues and language structure to expand vocabulary when reading by: **a)** using words, phrases, and sentences; **b)** using titles and pictures; **c)** using information in the story; **d)** using knowledge of sentence structure; **e)** using knowledge of story structure; **f)** rereading and self-correcting
- 1.8 Expand vocabulary through reading and discussions of stories.
- 1.9 Read and demonstrate comprehension of fictional text. (See detailed explanation on back.)
- 1.10 Read and demonstrate comprehension of non-fictional text. (See detailed explanation on back.)
- 1.12 Print letters legibly and space words in sentences properly. Use alphabet code to write unknown words phonetically.
- 1.13 Write to communicate ideas by: **a)** generating ideas; **b)** focusing on one topic; **c)** using descriptive words; **g)** sharing writing with others.
- 1.14 Use available technology for reading and writing.

Marking Period 2

- SOLs 1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, and 1.14** (see Marking Period 1 for description)
- 1.6f Use word patterns to decode unfamiliar words.
 - 1.11a Use knowledge of alphabetical order by first letter.
 - 1.11b Use a picture dictionary to find meanings of unfamiliar words.
 - 1.13 Write to communicate ideas by: **d)** using complete sentences in final copies; **e)** beginning each sentence with a capital letter and using ending punctuation in final copies.

Marking Period 3

- SOLs 1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, and 1.14** (see Marking Period 1 for description)
- 1.6 Apply phonetic principles to read and spell by: **b)** using two-letter consonant blends to decode and spell single-syllable words; **c)** using beginning consonant digraphs to decode and spell single-syllable words; **d)** using short vowel sounds to decode and spell single-syllable words; and **e)** blending beginning, middle, and ending sounds to recognize and read words.
 - 1.13f Use correct spelling for commonly used sight words and phonetically regular words in final copies.

Marking Period 4

- SOLs 1.1 through 1.14** (See Marking Periods 1, 2, and 3 for descriptions)
- 1.4 Orally identify and manipulate units of speech sound within in words by: **a)** creating rhyming words; **b)** counting sounds in one-syllable words; **c)** blending sounds to make one-syllable words; **d)** segmenting one-syllable words in individual speech sounds and **e)** adding/deleting sounds.
 - 1.6g Read and spell simple 2 syllable compound words.
 - 1.6h Read and spell commonly used sight words.



Parents:

Reading aloud to your child every day is probably the single most important activity you can do to support your child's success in school. You are modeling how to read to your child. Relax and enjoy the story. Try to read the story with expression. Talk about the story while you are reading the book and after you have finished the story. Encourage your child to retell the story in his or her own words. Make personal connections to the stories you are reading. Make connections between different stories you have read. Read a variety of different genres.

Your child should read daily. The more your child reads the more fluent he or she will become as a reader. Fluency is the ability to read effortlessly and clearly. Allow your child to reread favorite stories and poems. When your child needs help with a word, ask him or her to:

- Look at the pictures
- Try and sound out the word
- Look for little words inside the word (ex. sand)
- Skip the word and read on for clues
- Reread the sentence
- Think about the story

Explanations Concerning:

SOL 1.9: **a)** Preview the selection. **b)** Set a purpose for reading. **c)** Relate previous experiences to what is read. **d)** Make and confirm predictions. **e)** Ask and answer who, what, when, where, why, and how questions. **f)** Identify characters, setting, and important events. **g)** Retell stories using beginning, middle, and end. **h)** Identify the main idea or theme. **i)** Read and reread with fluency, accuracy, and meaningful expression.

SOL 1.10 Do the same things as stated in SOL 1.9 as well as identify text features such as pictures, headings, charts, and captions. Use prior and background knowledge as context for new learning.

Writing

Provide a variety of writing materials at your home.

- Pencils-Crayons-Pens-Markers
- Magnetic letters/words
- Writing paper-Notepads-Notebooks
- Stationary & envelopes
- Blank books
- Chalkboard & chalk
- Dry erase board

When writing, encourage your child to

- Say the word slowly
- Listen to the sounds being spoken
- Write letters to represent what is heard

Your child will write words with invented spellings. This is typical of a beginning writer. As your child comes to understand how letters work together to make different sounds, he or she will start to write words more accurately.

Ideas:

- Let your child help you write the grocery list
- Let your child help you write your "to do" list
- Play Boggle or Hangman

High Frequency Words to Know

and	a	l	to	said	you
he	it	in	was	she	for
is	his	but	they	my	of
on	me	all	be	go	can
one	her	what	him	we	no
so	out	up	are	will	look
if	way	had	see	ask	now
an	some	good	don't	little	father
just	baby	there	every	went	home
down	would	time	love	walk	came
were	back	friend	cry	where	play

Word Families to Know

-ay -ag -og -ig -ing -at -ot -et -it -ut
-an -en -in -un -ang -ap -op -ip -up
*See your child's teacher for more word families.

SOL Support

Visit www.portaportal.com. Enter **reslab** in the Guest Access box. This web site has many web sites available for your child's use to practice reading and writing as well as other subjects. It is updated periodically.