

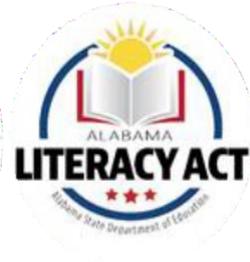
# My Child Can!

## First Grade Booklet

The Alabama Department of  
Education

**An Early Literacy  
Guide for Families**

The 2022 *Alabama Families Read-at-Home Guide* was designed to provide a variety of standards-based resources for regular, family-guided, home reading.



# My Child Can! First Grade Booklet

## An Early Literacy Guide for Families

Dear Families,

The *My Child Can! First Grade Booklet*, developed by the Alabama State Department of Education, is a guide to help Alabama families understand the critical reading knowledge expected to be mastered at the end of First Grade by all Alabama students. We know the family is the child's first teacher in life and understand the learning needs of the child. Families are essential in setting high expectations for learning and encouraging their children's academic achievement, growth, and success! Your active participation and partnership with your child's teacher and school, along with reading support at home, is critical to his/her success in meeting the assessment standards established in Alabama.

This resource guide includes:

-  The *2021 Alabama English Language Arts (ELA) Course of Study* standards.
-  An explanation of what your child can do with your help.
-  Unplugged activities your family can do.
-  Interactive resources designed for your child.
-  Resources designed to assist you in supporting your child's learning.



Parent  
Videos



Parent  
Articles



Printable  
Crafts or Games



Online  
Games



Videos for  
Kids



Songs for  
Kids

Please use the *My Child Can! First Grade Booklet: An Early Literacy Guide for Families* to help your child continue the joy of learning at home.



# ELA Standards

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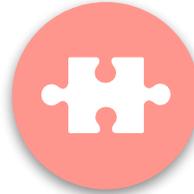
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# FIRST GRADE

## Oral Language Standards



### Alabama ELA Course of Study Standards

1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed upon rules.
2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.
3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.
4. Present information orally using complete sentences and appropriate volume.



### *With My Help* My Child Can

1. My child can engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed upon rules.
2. My child can actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.
3. My child can ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.
4. My child can present information orally using complete sentences and appropriate volume.



### Families Can

Encourage conversations in your home and in social settings. Every social interaction gives your child a new opportunity to practice using oral language.

Spark interactions whenever you can and support your child's language development. Ask questions, rephrase the child's answers, and give prompts that encourage the oral conversations to continue.

Maintain eye contact when your child is speaking to you and encourage your child to do the same when you are speaking, to support his/her listening skills.



### Digital Resources for Parents



[Strategies for Encouraging Your Child's Speech and Language Development](#)



[The Family Dinner Project: Conversation Starters](#)



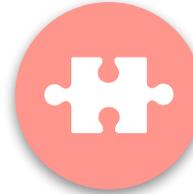
[Oral Language Expanding Your Child's Vocabulary](#)



[Scholastic: Listening and Learning](#)

# FIRST GRADE

## Concepts of Print Standards



### Alabama ELA Course of Study Standards

5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).
  - a. Explain the role of author(s) and illustrator(s).



### *With My Help* My Child Can

5. My child can locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).
  - a. My child can explain the role of author(s) and illustrator(s).



### Families Can

When reading books, ask your child to point to the author(s) and identify the role of the author(s). Ask your child to point to the illustrator(s) and identify the role of the illustrator(s).

When reading books, ask your child to point to the title, table of contents, and/or glossary.



### Digital Resources for Children



[Parts of a Book with Jack Hartmann](#)



[The Parts of a Book Song – Scratch Garden](#)



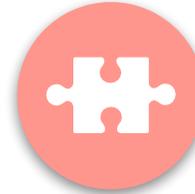
### Digital Resources for Parents



[Concepts of Print: Ideas for Parents](#)

# FIRST GRADE

## Phonological Awareness/Phonemic Awareness Standards



### Alabama ELA Course of Study Standards

6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
  - a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.
  - d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.
  - f. Distinguish long from short vowel sounds in spoken, single-syllable words.



### With My Help My Child Can

6. My child can demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
  - a. My child can count, blend, segment, and delete syllables in spoken words, including polysyllabic words.
  - d. My child can blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.
  - f. My child can distinguish long from short vowel sounds in spoken, single-syllable words.



### Families Can

**Robot Talk:** The parent will produce individual sounds in a mystery word, pausing between each sound in a robotic manner. It is your child's job to blend the sounds together to produce the whole word.

*Ex:* You say, "Guess my mystery word: /s/ /l/ /i/ /p/"  
Child would reply, "slip."

**Hop to It:** Show a picture of an object and have child say each sound and hop one time per sound.

*Ex:* Show a picture of a pig, child says /p/, /i/, /g/, while hopping 3 times.

**Parent Note:** Sounds of letters are represented inside of two bars like /m/. This representation should be read by making the sound mmmm.



### Digital Resources for Children



[Phoneme Segmentation Activity](#)



[Phoneme Segmentation Break It Down Game](#)



[Jack Hartmann: These Are the Vowels](#)



### Digital Resources for Parents



[Video of 44 Phonemes](#)

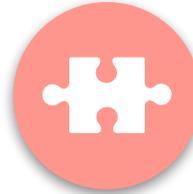


[Slide and Say Phonemes](#)



[Phonological Awareness Activities](#)

# FIRST GRADE Phonics Standards



## Alabama ELA Course of Study Standards

7. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
  - b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
  - j. With prompting and support, decode two-syllable words using knowledge of closed-syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllable, and consonant -le syllables, including compound words that fit multiple syllable types.
  - o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.



## With My Help My Child Can

7. My child can apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
  - b. My child can decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
  - j. With prompting and support, my child can decode two-syllable words using knowledge of closed-syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllable, and consonant -le syllables, including compound words that fit multiple syllable types.
  - o. My child can decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.



## Families Can

**Read Decodable Texts:** Decodable text is a type of text used in beginning reading instruction. Decodable texts are carefully sequenced to progressively incorporate words that are consistent with the letter-sound correspondence relationships.

**Let's Cut Up!** Write two syllable words on index cards. Ask your child to cut the words where the two syllables divide. The word *rabbit* would be cut into two parts: rab-bit.

**Parent Note:** Decode means read and encode means spell.



## Digital Resources for Children



[Cloudy Day  
Word Play](#)



[Rock & Learn:  
Learn Long  
Vowels with Silent e](#)



[Read Like a  
Rock Star: CVC  
Words](#)



## Digital Resources for Parents



[6 Syllable Types](#)



[Spelling and  
Reading Words  
with Silent e](#)



[FCCR: Digraph  
Delights](#)

# FIRST GRADE Fluency Standards



## Alabama ELA Course of Study Standards

8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.
9. Read grade-appropriate texts with accuracy and fluency.
  - a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
10. Read high-frequency words commonly found in grade-appropriate text.



## *With My Help* My Child Can

8. My child can apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.
9. My child can read grade-appropriate texts with accuracy and fluency.
  - a. My child can read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
10. My child can read high-frequency words commonly found in grade-appropriate text.



## Families Can

**Broadcast the Book:** Choose an old familiar story that your child knows well. Allow him/her to reread it out loud using a pretend microphone.

**Parent Paired Reading:** Your child chooses a book or text that he or she can read with some degree of success. Parent and child sit side by side and read the text aloud together. Child follows the text with a finger as it is read. Parent and child create a nonverbal signal to be used when he or she wishes to “solo” read. The parent follows along silently until the child signals again for him or her to join in. If the child has trouble when reading “solo,” the parent immediately rejoins the reading, and parent and child continue reading without interruption for at least 10 minutes.



## Digital Resources for Children



[Daniel Tiger's Neighborhood: Stories](#)



[Reading Bear](#)



[Blazer Fresh: Don't Read Like a Robot](#)



## Digital Resources for Parents



[Memory Using High-Frequency Words](#)



[Memory Using High-Frequency Words](#)



[Does your 1<sup>st</sup> grader read smoothly like this?](#)

# FIRST GRADE Vocabulary Standards



## Alabama ELA Course of Study Standards

- Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.
- Ask and answer question about unfamiliar words and phrases in discussions and/or text.
  - Identify meaning parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections *-s*, *-es*, *-ed*, *-ing*, *er*, and *-est*.
- Use information found within the text to determine the meaning of an unfamiliar word or multiple-meaning word or phrase.



## *With My Help My Child Can*

- My child can utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.
- My child can ask and answer question about unfamiliar words and phrases in discussions and/or text.
  - My child can identify meaning parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections *-s*, *-es*, *-ed*, *-ing*, *er*, and *-est*.
- My child can use information found within the text to determine the meaning of an unfamiliar word or multiple-meaning word or phrase.



## Families Can

Help your child understand the meaning of unknown words and phrases by asking him/her clarifying questions:

- Have you read the sentences around the word to help you determine what the word means?
- There are two words you know in this word. Can you use them to help you understand what the word means?

**Word Bubble:** Create a word bubble by drawing a large circle in a middle of a piece of paper. Write a word inside the bubble that has several synonyms (words that have similar meanings such as “run/jog” or “look/gaze”). Have you child think of as many possible words that are similar in meaning to the words written on the inside of the bubble. Write those words around the outside of the bubble. Add new words to your bubble as you read future stories and acquire more words!



## Digital Resources for Children



[Vocabulary Spelling City](#)



[First Grade - Vocabulary](#)



[The Brazillions: Prefix or Suffix](#)



## Digital Resources for Parents



[Building Vocabulary for Kids](#)



[Four Square Vocabulary Map](#)



[Multiple Meaning Bugs](#)

# FIRST GRADE Comprehension Standards



## Alabama ELA Course of Study Standards

17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.
23. Identify and describe main story elements in a literary text.
  - a. Describe the characters and settings, using illustrations and textual evidence from a story.
  - b. Retell the plot or sequence of major events in chronological order.



## *With My Help* My Child Can

17. My child can use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.
23. My child can identify and describe main story elements in a literary text.
  - a. My child can describe the characters and settings, using illustrations and textual evidence from a story.
  - b. My child can retell the plot or sequence of major events in chronological order.



## Families Can

**Before Reading Questions:** What will this book be about? How do you know? What is the title of this story? What clues does the title give us about the story?

**During Reading Questions:** What do you think will happen next? Where is this story taking place? What is the main problem?

**After Reading:** DIY Question Ball

1. Buy a cheap beach ball.
2. Blow it up and set in on a bowl.
3. Use a permanent marker to write a question word in each section.
  - a. Who? What? When? Where? Why? How?
4. Let it dry and get ready to play!



## Digital Resources for Children



[PBS Kids:  
Read-  
Alongs](#)



[Storyline Online](#)



[Jack Hartmann:  
Six Questions](#)



## Digital Resources for Parents



[Reading Rockets:  
Story Maps](#)

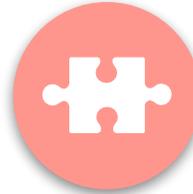


[Talking While You  
Read](#)



[Talking While You  
Read Bookmark](#)

# FIRST GRADE Writing Standards



## Alabama ELA Course of Study Standards

31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
  - a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic rules for spelling English words in closed syllables.
  - b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.
32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.



## *With My Help My Child Can*

31. My child can apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
  - a. My child can encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic rules for spelling English words in closed syllables.
  - b. My child can encode consonant-vowel (CV) words using knowledge of open syllable patterns.
32. My child can follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.



## Families Can

**Before Writing:** Provide materials for writing: plenty of paper and writing tools with which to write. Talk with your child as much as possible about his or her ideas and opinions.

**During Writing:** Encourage your child to write, even if he or she is scribbling. Work together to label the pictures and write simple sentences.

**After Writing:** Turn your child's writing into a book. Tape the drawing onto construction paper. You can even use recycled cereal boxes to create a cover. Bind the book with yarn or ribbon. Ta-da!



## Digital Resources for Parents



[How To Improve Writing Skills for Kids: 14 Easy Tips](#)



[Scholastic: Craft a Kid's Journal](#)



[15 Phonics Rules for Reading and Spelling](#)



[Helping Young Children Develop Strong Writing Skills](#)



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