PREPARING FLORIDA’S CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in first grade by helping you:

LEARN about the B.E.S.T. Standards and why they matter for your child.

TALK with your child’s teachers about what he/she will be learning in the classroom.

LOCATE activities and resources to support your child’s learning in practical ways at home.

UNDERSTAND important educational (academic) words that you will see in your child’s grade-level standards.

LEARN ABOUT THE FIRST GRADE STANDARDS

YOUR CHILD WILL EXPLORE THE WORLD THROUGH TEXT BY:

- Matching letters and sounds to sound out and write simple words, including inventive spelling for writing. Students should be able to sound out and write words with short vowel sounds, final -e, common long vowel spellings, blends and r-controlled vowels.
- Reading and writing first grade high frequency words, decodable or not, with automaticity.
- Writing all letters correctly.
- Writing narrative, opinion and expository texts that follow rules of standard English grammar, punctuation, capitalization and spelling.

IN READING AND WRITING, YOUR CHILD WILL BE ABLE TO:

- Retell stories, including characters, setting and sequence of events.
- Retell informational texts, including the topic and the important details.
- Demonstrate understanding of the topic of the informational text by using the text features.
- Figure out the meaning of unknown words using picture clues, context clues and background knowledge.
- Compare and contrast two texts on the same topic.
EVERYDAY ACTIVITIES TO SUPPORT LEARNING:

- Read aloud to your child for 20 minutes each day. Find books based on topics that your child is interested in and that they would like to become an expert on. Talk about what is happening in the text. Ask what they are learning.
- Have fun with the stories you read! Use different voices. Make sound effects and funny faces. Act out the stories. March, dance or move around as the characters.
- Be frequent visitors to your local public library. Let him or her see you choosing, checking out and enjoying books.
- Be a reading role model. If your child sees you reading, he/she will want to learn to read too.
- Everywhere you go, tuck at least one little book in your bag. Pull it out to enjoy together anytime you can.
- Listen to your child read and reread a decodable text at their reading level to build their automaticity.
- Have your child engage in real-world writing. They can write the grocery list, write a letter to a family member or write down their list of chores. Have your child sound out the words and write the letters they hear.
- Encourage your child to give detailed responses during conversations. Ask your child questions about what he/she sees and experiences. Be sure your questions call for sentence answers (more than yes/no answers).

FIRST GRADE SUGGESTED BOOK LIST

Daffodowndilly by A.A. Milne  
Fantastic Undersea Life of Jacques Cousteau by Dan Yaccarino  
Madeline by Ludwig Bemelmans  
The Three Little Pigs by James Halliwell-Phillipps  
Eletelephony by Laura Richards  
From Seed to Pumpkin by Wendy Pfeffer and James Graham  
My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz by Monica Brown and Rafael Lopez  
The Tortoise and the Hare by Aesop  
A Picture Book of Benjamin Franklin by David Adler  
How People Learned to Fly by Fran Hodgkins  
Police Officers by Paulette Bourgeois and Kim LaFave  
Chickens Don’t Fly by Laura Lyn Disiena  
I Am Enough by Grace Byers

The Velveteen Rabbit by Margery Williams  
Clifford the Big Red Dog by Norman Bridwell  
I am Helen Keller by Brad Meltzer  
Put Me in the Zoo by Robert Lopshire  
The White House by Lloyd Douglas  
Danny and the Dinosaur by Syd Hoff  
I Wonder by Tana Hoban  
The Slug by Elise Gravel  
Tooth By Tooth: Comparing Fangs, Tusks, and Chompers by Sara Levine  
Drum Dream Girl by Margarita Engle  
Keep a Poem in Your Pocket by Beatrice Schenk de Regniers

SUPPLEMENTAL READING OPTIONS

A Child’s Garden of Verses by Robert Louis Stevenson  
A First Book of the Sea by Nicola Davies  
Little House in the Big Woods by Laura Ingalls Wilder  
The Lion and the Mouse by Aesop  
The Emperor’s New Clothes by Hans Christian Andersen  
The Very Hungry Caterpillar by Eric Carle  
Stellaluna by Janel/Cannon  
The Ugly Duckling by Hans Christian Andersen  
Love You Forever by Robert Munsch  
Goodnight Moon by Margaret Wise Brown  
The Tale of Peter Rabbit by Beatrix Potter  
The Kissing Hand by Audrey Penn
TALK TO YOUR CHILD’S TEACHER

Remember, you are your child’s first teacher. Think about a conference as a “team meeting” in which you will discover the special contributions each of you can bring to your first grader’s success. Here are some questions you could ask to prompt discussions:

Where is my child struggling and how can I help?

What phonics skills should my child have mastered at this point? Has my child mastered them? Can I see an example of a phonics task that my child is working through?

What topics in connection to science and social studies is my child learning about through reading?

In the area of literacy, what are my child’s strengths? How are those strengths supported during instruction?

What types of books is my child reading during independent reading? Are they limited to a specific reading level? Can I see an example of the type of texts my child is reading independently?

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

AUTOMATICITY
When reading, it is the ability to read words quickly and accurately.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE)
Information that is important to understanding a situation or problem; what you already know from experience.

DECODING
Translating a word from print to speech by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

EXPLICIT INSTRUCTION
Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

HIGH-FREQUENCY WORDS
A small group of words (300-500) that regularly appear in print. Often, they are referred to as “sight words” as students should be able to recognize these words at a glance.

INVENTIVE_SPELLING
Inventive spelling refers to the practice of children using incorrect and unusual spellings for words. It is also sometimes called “invented spelling.” Typically, inventive spelling is used by students who are just learning to put sounds together to make words.

PHONICS
Teaches students how to connect sounds of letters or groups of letters in order to read words.

PHONOLOGICAL AWARENESS
The foundation for learning to read. Refers to the ability to work with words orally (the spoken sound) and does not involve print.

READING LEVEL
Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly and with very few errors.

SYSTEMATIC INSTRUCTION
A carefully thought out and planned sequence of instruction.

TEXT FEATURES
The parts of a story or article that are not the main body of the text; includes the title, headings and illustrations.