

ENGLISH LANGUAGE ARTS/READING

GRADE ONE

First grade students develop communication skills in reading, writing, listening, and speaking. Students begin to broaden their oral language skills and their understanding of the printed word.

WORD ANALYSIS

It is expected that students will:

- ⊙ demonstrate phonological awareness of spoken words through concept of word, syllable awareness, and onset and rime
- ⊙ demonstrate phonemic awareness through matching, isolating, blending, segmenting, deleting, and substituting individual sounds in spoken words
- ⊙ use phonics (e.g., letter/sound relationships, short/long vowels, digraphs, blends, diphthongs, word families, and spelling patterns) to decode words in text
- ⊙ understand vocabulary by using suffixes, synonyms, and antonyms
- ⊙ apply basic knowledge of alphabetic order
- ⊙ read high frequency words (regular and irregular) to build fluency and construct meaning
- ⊙ read decodable text aloud with fluency

READING STRATEGIES

It is expected that students will:

- ⊙ use concepts of print and concept of word (e.g., top/bottom, left/right, and story sense)
- ⊙ identify author and illustrator
- ⊙ predict what a story will be about
 - use self-correcting strategies to aid comprehension
- ⊙ identify key vocabulary
- ⊙ retell details of a story or text
- ⊙ restate the main idea of a story or text

LITERARY TEXT

It is expected that students will:

- ⊙ identify setting and sequence of events
- ⊙ make inferences and draw conclusions about characters, setting, and plot
- ⊙ describe physical and personality traits of characters
- ⊙ identify the main idea
- ⊙ listen to, read, and discuss texts from different cultures and time periods
- ⊙ make predications based on evidence
- ⊙ use information to answer specific questions
 - distinguish between fact and opinion
 - read literary text aloud with fluency

ENGLISH LANGUAGE ARTS/READING GRADE ONE (Continued)

EXPOSITORY TEXT

It is expected that students will:

- ⊙ identify and gain information from text features (e.g., text boxes, illustrations, diagrams, headings, titles, graphs, charts, and tables of contents)
- ⊙ identify the topic
- ⊙ describe the sequential order of events found in text
- ⊙ listen to, read, and discuss texts from different cultures and time periods
- ⊙ use information to answer specific questions
- ⊙ make predictions
- ⊙ make inferences and draw conclusions
- ⊙ follow pictorial and written directions to complete tasks
 - read expository texts aloud with fluency

EFFECTIVE WRITING

It is expected that students will:

- ⊙ plan written work
- ⊙ choose and narrow topic
- ⊙ organize ideas
- ⊙ write complete sentences with supporting details
- ⊙ revise writing (e.g., organization, ideas, word choice, sentence structure, and relevant details)
- ⊙ edit for correct use of end punctuation and capitalization
- ⊙ edit for correct word usage (e.g., nouns, verbs, and pronouns)
- ⊙ edit for complete sentences
 - print legibly using left-to-right, top-to-bottom directionality, and correct spacing between letters and words
- ⊙ prepare a legible final draft to display or share
- ⊙ use correct spelling of simple words (e.g., cat, sit, run) and high frequency words (e.g., the, is, my, are)

TYPES OF WRITING

It is expected that students will:

- ⊙ write informational sentences using a topic
- ⊙ write sentences about experiences and/or events
- ⊙ write responses to a variety of texts
- ⊙ write sentences that answer a research question
- ⊙ record information from simple reference materials and technology
 - write poetry
- ⊙ participate in daily writing activities (e.g., stories, letters, and notes)

ENGLISH LANGUAGE ARTS/READING GRADE ONE (Continued)

LISTENING

It is expected that students will:

- ⊙ listen for a variety of purposes (e.g., gaining information, being entertained, and understanding directions)
- ⊙ listen and respond to oral communication
- ⊙ expand vocabulary through listening
 - link information to prior knowledge

SPEAKING

It is expected that students will:

- ⊙ give directions to complete tasks
- ⊙ ask questions to clarify directions
- ⊙ use precise language to describe feelings, experiences, observations, and ideas
- ⊙ communicate in small and large groups
- ⊙ participate in group discussions using the turn-taking process
 - communicate clearly in complete sentences
 - use varied vocabulary to communicate ideas
 - recount experiences and retell stories in sequence

MATHEMATICS

GRADE ONE

First grade students learn the basic addition facts through sums of ten and the corresponding subtraction facts. The foundation for algebraic reasoning is built through sorting and patterning. They begin to learn about fractions, continue to develop geometry concepts, and use nonstandard units of measure.

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

- ⦿ identify, model, read, and write place value positions of 1's and 10's
- ⦿ identify and model a whole
- ⦿ identify and model $\frac{1}{2}$ as two equal parts of a whole or a set of objects
- ⦿ read, write, compare, and order numbers from 0-100
- ⦿ identify ordinal positions first to tenth
- ⦿ read and write number words to 10
- ⦿ use number patterns and models to count by 2's, 5's, and 10's to 100
- ⦿ identify and model basic addition facts (sums to 10) and the corresponding subtraction facts
- ⦿ estimate the number of objects in a set to 10 and verify by counting
- ⦿ demonstrate the joining and separating of sets with 20 or fewer objects
- ⦿ model the meaning of addition and subtraction in a variety of ways including the comparison of sets using objects, pictorial representations, and symbols
 - use mental computation in appropriate situations to solve problems
- ⦿ use number sense, computation, and estimation to solve mathematical and real-world problems
- ⦿ use mathematics vocabulary and symbols to describe addition, subtraction, and equality

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

- sort and categorize objects, shapes, and numbers in a variety of ways
- ⦿ recognize, describe, label, extend, and create simple repeating patterns using symbols, objects, and manipulatives
- ⦿ create, compare, and describe sets of objects as greater than, less than, or equal to
- ⦿ recognize that unknowns in an addition or subtraction equation represent a missing value that will make the statement true
 - determine possible combinations for a given number (0-10)

MEASUREMENT

It is expected that students will:

- ⦿ compare, order, describe, and represent objects by length and weight
- ⦿ compare and measure length and weight using non-standard measurement
- ⦿ determine the value of any set of pennies, nickels, and dimes

MATHEMATICS GRADE ONE (Continued)

- ⊙ recite in order the months of the year
- ⊙ use a calendar to identify days, weeks, months, and a year
- ⊙ read time to the nearest hour
 - identify and sort coins and bills

SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

It is expected that students will:

- ⊙ name, sort, and sketch two-dimensional geometric shapes (circles, triangles, rectangles, including squares) regardless of orientation
- ⊙ demonstrate an understanding of position words, including down/up, left/right, top/bottom, and between/middle, by describing the relative location of objects
- ⊙ identify and copy two-dimensional designs that contain a line of symmetry
- ⊙ identify and name three-dimensional figures in the environment
- ⊙ sort and classify objects by size or thickness
- ⊙ identify what comes next in a step-by-step story or event sequence

DATA ANALYSIS

It is expected that students will:

- ⊙ collect, organize, and record data in response to questions posed by teacher and/or students
- ⊙ use tally marks to represent data
 - use data to make decisions and solve problems
 - read and interpret information on graphs made with objects, pictures, or numbers

PROBLEM SOLVING

It is expected that students will:

- ⊙ apply previous experience and knowledge to new problem solving situations
 - formulate their own problems
- ⊙ explain and verify results with respect to the original problem
- ⊙ try more than one strategy when the first strategy proves to be unproductive
- ⊙ use technology, including calculators, to develop mathematical concepts.

MATHEMATICAL COMMUNICATION

It is expected that students will:

- ⊙ use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems
- ⊙ use inquiry techniques to solve mathematical problems (discussion, questioning, research, data gathering)
 - use mathematical notation to communicate and explain problems
- ⊙ use physical materials, models, pictures, or writing to represent and communicate mathematical ideas

MATHEMATICS GRADE ONE (Continued)

MATHEMATICAL REASONING

It is expected that students will:

- ⦿ justify and explain the solutions to problems using physical models
- ⦿ discuss the steps used to solve a mathematical problem
- ⦿ draw logical conclusions about mathematical problems

MATHEMATICAL CONNECTIONS

It is expected that students will:

- link new concepts to prior knowledge
- ⦿ identify, explain, and use mathematics in everyday life
- ⦿ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science
- view mathematics as an integrated whole in order to identify mathematics used in everyday life

SCIENCE GRADE ONE

First-grade students share observations about the natural world. They ask questions, make predictions, and formulate explanations through science investigations. They collect information and keep records about plants and earth materials. They explore and describe motion. They use tools to collect information. Nature and History of Science objectives are embedded throughout the year in the contexts of life, earth, and physical science.

NATURE OF SCIENCE

It is expected that students will:

- ⦿ record observations and explanations using pictures, words, and numbers
- ⦿ use equipment (eye dropper, magnifying lens, funnel, sifter) to gather information
- ⦿ make predictions based on observed patterns (night/day, seasons, growth)
- ⦿ ask questions based on observations and interactions
 - respect ideas and contributions of others
- ⦿ recognize that science involves people of all ages and backgrounds

PHYSICAL SCIENCE

It is expected that students will:

- ⦿ investigate, observe, and describe that objects may move in a variety of ways (straight lines, rotating, rolling, revolving, zigzag, circular) and at different speeds
- ⦿ make objects move, stop, change direction and balance
- ⦿ observe and describe how magnets can be used to make objects move without being touched
- ⦿ observe and describe how things fall to the ground unless something holds them up

EARTH SCIENCE

It is expected that students will:

- ⦿ recognize that the Earth is composed of different kinds of materials
- ⦿ observe and describe the size, shape, texture, color and patterns of rocks
- ⦿ observe and describe basic properties of soils

LIFE SCIENCE

It is expected that students will:

- ⦿ investigate and describe how particular plants have seeds that produce the same kind of plant
 - identify observable characteristics of plants
- ⦿ sort plants by observable characteristics
- ⦿ investigate, observe, and describe how plants grow and change through their life cycles
 - use the five senses to investigate the natural world
- ⦿ recognize and explain that plants grow in different places and need certain resources to survive

SOCIAL STUDIES

GRADE ONE

First grade students learn about their neighborhood and community. Students learn about their roles as members of a community and begin to recognize symbols, icons, and songs that reflect a common heritage. Students develop awareness of government, economic concepts of choice, and places on maps.

HISTORY

It is expected that students will:

- describe local life long ago, including jobs, school, communication, transportation, and recreation
- listen to stories that reflect the beliefs, customs, ceremonies, and traditions of the varied cultures in the neighborhood
- listen to histories of important local landmarks that create a sense of community among citizens
- listen to stories that reflect the beliefs, customs, ceremonies, traditions, and social practices of cultures around the world
- identify landmarks around the world
- identify ways that sharing can resolve problems in the classroom and school
- describe the neighborhood around their school
- compare and/or contrast their daily lives with those of their parents or guardians
- identify and describe occupations in the community that help people, i.e., police officers, fire fighters, and nurses
- demonstrate respect for each other and people in the neighborhood
- discuss events that are happening at the school

GEOGRAPHY

It is expected that students will:

- differentiate between and identify water and land on a map and globe and use the terms ocean and continent
- describe maps as representations of places
- recognize the shape of North America on a world map
- use simple maps to illustrate direction
- visually display geographic information using simple lists, graphs, and maps
- sort and group pictures displaying geographic features, i.e. forests, deserts, lake regions
- identify similarities and differences between people in the community
- identify patterns of change within the community, i.e., construction
- recall home address and phone number
- use the classroom population to categorize simple demographic information
- explain that some people live in locations other than where they were born

SOCIAL STUDIES GRADE ONE (Continued)

- identify characteristics of rural and urban communities
- tell how the physical environment affects activity at school, i.e., inside/outside recess
- identify locations for accessing basic resources available to the student, i.e., food, water

ECONOMICS

It is expected that students will:

- give examples of all-or-nothing choices, such as choosing to have music on or off
- identify a consumer
- identify a producer
- identify jobs in the community
- explain what money is and how it is used
- identify resources that are shared in the classroom and the community
- define trade

CIVICS

It is expected that students will:

- identify and follow classroom and school rules that guide behavior and resolve conflicts
- identify an individual's rights within the classroom
- participate in class decision-making, i.e., individual responsibilities in the classroom and school
- recognize the Pledge of Allegiance
- name a traditional United States patriotic activity, holiday, or symbol
- name the current president of the United States
- identify sources of information
- name their school