

First Grade English Language Arts Standards

Strand: Reading Standards for Literature Grade Level: 1

Substrands & Standards

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.)
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
 - a. Activate prior knowledge related to the information and events in a text.
 - b. Confirm predictions about what will happen next in a text.

Strand: Reading Standards for Informational Text Grade Level: 1

Substrands & Standards

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.)
5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1.
 - a. Activate prior knowledge related to the information and events in a text.
 - b. Confirm predictions about what will happen next in a text.

Strand: Reading Standards: Foundational Skills Grade Level: 1

Substrands & Standards

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

First Grade English Language Arts Standards

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand: Writing Standards Grade Level: 1

Substrands & Standards

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

4. (Begins in grade 2)
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 2)

Strand: Speaking and Listening Standards Grade Level: 1

Substrands & Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - a. Give, restate, and follow simple two-step directions.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - a. Memorize and recite poems, rhymes, and songs with expression.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Strand: Language Standards Grade Level: 1

Substrands & Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - d. Use personal (subject object), possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
 - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Use frequently occurring affixes as a clue to the meaning of a word.
 - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scow) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

First Grade Math Standards

Operations and Algebraic Thinking

1.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.²
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.³ *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.*
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \text{iii} - 3$, $6 + 6 = \text{lii}$.*

Number and Operations in Base Ten

1.NBT

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and

First Grade Math Standards

sometimes it is necessary to compose a ten.

5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurements and Data

1.MD

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry

1.G

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves/fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

First Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum		
<p>Part I, strands 1–8 Corresponding Common Core State Standards for English Language Arts: 1. SL.1.1,6; L.1.1,6 2. W.1.6; L.1.1,6 3. SL.1.1,6; L.1.1,6 4. N/A at Grade 1 5. SL.1.1-3 6. RL.1.1-7,9,10; RI.1.1-7,9-10; SL.1.2-3; L.1.4,6 7. RL.1.3-4,6; RI.1.2,6,8; L.1.4-6 8. RL.1.4-5; RI.1.4; L.1.4-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc. Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Emerging</p> <p>1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases. 2. Interacting via written English Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc. 3. Offering opinions Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X.</i>), as well as open responses in order to gain and/or hold the floor. 4. Adapting language choices No standard for grade 1. 5. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> questions with oral sentence frames and substantial prompting and support. 6. Reading/viewing closely Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support. 7. Evaluating language choices Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support. 8. Analyzing language choices Distinguish how two different frequently used words (e.g., <i>large</i> versus <i>small</i>) produce a different effect on the audience.</p>	<p>Expanding</p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. 2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. 3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don’t think X. I agree with X.</i>), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, etc. 4. Adapting language choices No standard for grade 1. 5. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support. 6. Reading/viewing closely Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support. 7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support. 8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., <i>large</i> versus <i>enormous</i>) produce shades of meaning and a different effect on the audience</p>	<p>Bridging</p> <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. 2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc. 3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don’t think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea. 4. Adapting language choices No standard for kindergarten. 5. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support. 6. Reading/viewing closely Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support. 7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary to portray characters, places, or real people) with prompting and light support. 8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., <i>big, large, huge, enormous, gigantic</i>) produce shades of meaning and a different effect on the audience.</p>

A. Collaborative

First Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 9–12</p> <p>Corresponding Common Core State Standards for English Language Arts</p> <p>9. SL.1.4-6; L.1.1,6 10. W.1.1-3,5-8; L.1.1-2,6 11. W.1.1; SL.1.4,6; L.1.1-2,6 12. W.1.5; SL.1.4,6; L.1.1,5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>C. Productive</p>	<p style="text-align: center;">Emerging</p> <p>9. Presenting Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p> <p>10. Writing Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p> <p>11. Supporting opinions Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) referring to the text or to relevant background knowledge.</p> <p>12. Selecting language resources a) Retell texts and recount experiences, using key words. b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>scrumptious</i> to describe a favorite food, using the word <i>thorax</i> to refer to insect anatomy) while speaking and writing.</p>	<p style="text-align: center;">Expanding</p> <p>9. Presenting Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, etc.).</p> <p>10. Writing Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p> <p>11. Supporting opinions Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).</p> <p>12. Selecting language resources a) Retell texts and recount experiences, using complete sentences and key words. b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>prance</i> versus <i>walk</i>) while speaking and writing.</p>	<p style="text-align: center;">Bridging</p> <p>9. Presenting Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p> <p>10. Writing Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.</p> <p>11. Supporting opinions Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p> <p>12. Selecting language resources a) Retell texts and recount experiences, using increasingly detailed complete sentences and key words. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., <i>The dog was as big as a house.</i>) to create an effect, precision, and shades of meaning while speaking and writing.</p>

First Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part II: Learning About How English Works				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>1. RL.1.5; RI.1.5; W.1.1-3,5; SL.1.4 2. RL.1.5; RI.1.5; W.1.1-3,5; SL.1.4; L.1.1</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Structuring Cohesive Texts	<p style="text-align: center;">Emerging</p> <p>1. Understanding text structure Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p> <p>2. Understanding cohesion Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>one day, after, then</i>) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p style="text-align: center;">Expanding</p> <p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p> <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>a long time ago, suddenly</i>) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p style="text-align: center;">Bridging</p> <p>1. Understanding text structure Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.</p> <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, first/second/third</i>) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.</p>

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part II: Learning About How English Works				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>3. W.1.5; SL.1.6; L.1.1,6 4. W.1.5; SL.1.6; L.1.1,6 5. W.1.5; SL.1.4,6; L.1.1,6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	B. Expanding & Enriching Ideas	<p style="text-align: center;">Emerging</p> <p>3. Using verbs and verb phrases a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</p> <p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.</p> <p>5. Modifying to add details Expand sentences with frequently used prepositional phrases (such as <i>in the house, on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p>	<p style="text-align: center;">Expanding</p> <p>3. Using verbs and verb phrases a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.</p> <p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.</p> <p>5. Modifying to add details Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p>	<p style="text-align: center;">Bridging</p> <p>3. Using verbs and verb phrases a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p> <p>4. Using nouns and noun phrases Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.</p> <p>5. Modifying to add details Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.</p>

First Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>6. W.K.1-3,5; SL.K.4,6; L.K.1,6 7. N/A at K</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	C. Connecting & Condensing Ideas	<p style="text-align: center;">Emerging</p> <p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and, but, so</i>) in shared language activities guided by the teacher and sometimes independently.</p> <p>7. Condensing ideas Condense clauses in simple ways (e.g., changing: <i>I like blue. I like red. I like purple -> I like blue, red, and purple.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p>	<p style="text-align: center;">Expanding</p> <p>6. Connecting ideas Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked.</i>), in shared language activities guided by the teacher and with increasing independence.</p> <p>7. Condensing ideas Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>She’s a doctor. She saved the animals.</i> -> <i>She’s the doctor who saved the animals.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.</p>	<p style="text-align: center;">Bridging</p> <p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich.</i> -> <i>The boy was hungry <u>so</u> he ate a sandwich.</i>) in shared language activities guided by the teacher and independently.</p> <p>7. Condensing ideas Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in <i>She’s a doctor. She’s amazing. She saved the animals.</i> -> <i>She’s the amazing doctor who saved the animals.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and independently.</p>

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part III: Using Foundational Literacy Skills

<p>Foundational Literacy Skills:</p> <p style="text-align: center;">Literacy in an Alphabetic Writing System</p> <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	<p>See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:</p> <ul style="list-style-type: none"> • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between native language and English should be highlighted (e.g., some phonemes in English, may not exist in the student’s native language; native language syntax may be different from English syntax).
--	---

First Grade History/Social Studies Standards

A CHILD'S PLACE IN TIME AND SPACE

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. Students learn how to function in a society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

➤ Web Links

- <http://www.opencourtresources.com>
 - First Grade – Keep Trying – Keep Trying PowerPoint
- <http://www.unitedstreaming.com>
 - Going to School is Your Job
 - Community Rules and Laws
 - Citizenship in the Community

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
3. Construct a simple map, using cardinal directions and map symbols.
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

➤ Web Links

- <http://homepage.mac.com/gaylejb/FirstGradeOnline.htm>
Great continent units with links
- <http://homepage.mac.com/gaylejb/FirstGradeOnline.htm>
Great units with links – ocean, Africa, Antarctica, Japan, and Mexico
- <http://interactive2.usgs.gov/learningweb/teachers/mapadv.htm>
Map skills
- <http://ipl.si.umich.edu/div/kidspage/cquest/>
Culture Quest – Site visits different continents to learn about food, games, crafts, holidays to learn about the world's cultures
- <http://bensguide.gpo.gov/index.html>
World map, government symbols
- <http://www.geography4kids.com>
Site has many connections to a variety of sites concerning geography
- <http://www.nationalgeographic.com/geospy/>
Interactive timed games to learn continents and states.
- <http://www.unitedstreaming.com>
 - Understanding Maps – Keys to Everywhere
 - This is Our World (continents and oceans)
 - Let's Explore in the City
 - Everybody Needs Shelter
 - Sketches of the World: A Roof Above our Heads

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

1. Recite the Pledge of Allegiance and sing songs that express American ideals such as "My Country 'Tis of Thee".
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

➤ **Web Links**

- <http://www.kidport.com/RefLib/UsaHistory/AmericanIcons/AmericanIconIndex.htm>
Multiple American Icon Links
- <http://www.enchantedlearning.com/subjects/birds/info/Eagle.shtml>
Information on the Bald Eagle and links to other American icons
- <http://www.pilgrims.net/plimothplantation/vtour/>
Virtual tour of the Plymouth plantation
- <http://www.whitehouse.gov/kids/index.html>
Tour White House, learn about past Presidents
- <http://www.usflag.org/>
History and information about our country's flag
- http://score.rims.k12.ca.us/score_lessons/symbols_freedom/
Symbols of American freedom
- <http://www.unitedstreaming.com>
 - US Symbols
 - Pilgrims of Plymouth
 - Thanksgiving Day: America Celebrates
 - Holiday Facts and fun: Martin Luther King Jr. Day
 - Martin's Big Words: The Life of Martin Luther King
 - TLC Elementary School – Understanding American Values
 - President's Day – Washington and Lincoln
 - This is our Country (holidays, geography, landmarks, flag)

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

➤ **Web Links**

- <http://www.campsilos.org/>
Compare farms of today to farms hundreds of years ago
- <http://www.museum.state.il.us/exhibits/athome/1850/voices/starr/index.html>
Compare and contrast the life of a 12 year old boy from 1852 to current lifestyles
- <http://www.opencourtresources.com>
First Grade – Games – There are 2 Games PowerPoint presentations
- <http://www.opencourtresources.com>
First Grade – Things That Go –PowerPoint - What is Transportation?
- http://score.rims.k12.ca.us/activity/foot_to_flight/
Study transportation from early days to present
- <http://www.unitedstreaming.com>
 - All About Neighborhoods
 - Away We Go – All About Transportation
 - Moving to America – Then and Now
 - Long Ago, Yesterday, and Today (People Living in a Community)

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

➤ Web Links

- <http://www.opencourtresources.com>
First Grade – Our Neighborhood at Work – PowerPoint People in Your Neighborhood
- <http://score.rims.k12.ca.us/activity/bookertwashington/>
The life story of Booker T. Washington going from being enslaved to helping to build a school. He felt learning was the most important way to achieve success and happiness in life.
- <http://homepage.mac.com/gaylejb/FirstGradeOnline.htm>
Great units with links – ocean, Africa, Antarctica, Japan, and Mexico
- <http://web-jpn.org/kidsweb/index.html>
Explore life in Japan
- <http://www.unitedstreaming.com>
 - Communities Around the World
 - Moving to America – Then and Now
 - Long Ago, Yesterday, and Today (People Living in a Community)
 - Holiday Facts – A Multicultural Christmas

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

➤ Web Links

- <http://www.harcourtschool.com/activity/buildingahouse/buildingahouse.html>
Actual photos and text showing the progression of a house being built
- <http://www.kidsbank.com/>
Banking fundamentals
- <http://www.unitedstreaming.com>
 - All About Families
 - Diversity Elementary – Families
 - How Our Economy works – All About Saving and Spending

First Grade

The performance expectations in first grade help students formulate answers to questions such as: “What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move?” First grade performance expectations include PS4, LS1, LS3, and ESS1 Disciplinary Core Ideas from the *NRC Framework*. Students are expected to develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light. Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding is developed that young plants and animals are like, but not exactly the same as, their parents. Students are able to observe, describe, and predict some patterns of the movement of objects in the sky. The crosscutting concepts of patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the first grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

1-PS4 Waves and their Applications in Technologies for Information Transfer

1-PS4 Waves and their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

- 1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.** [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]
- 1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.** [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]
- 1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.** [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).] [Assessment Boundary: Assessment does not include the speed of light.]
- 1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*** [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.] [Assessment Boundary: Assessment does not include technological details for how communication devices work.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question. (1-PS4-1),(1-PS4-3) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> ▪ Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-PS4-2) ▪ Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4) <p style="text-align: center;">----- <i>Connections to Nature of Science</i> -----</p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> ▪ Science investigations begin with a question. (1-PS4-1) ▪ Scientists use different ways to study the world. (1-PS4-1) 	<p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> ▪ Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1) <p>PS4.B: Electromagnetic Radiation</p> <ul style="list-style-type: none"> ▪ Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2) ▪ Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (1-PS4-3) <p>PS4.C: Information Technologies and Instrumentation</p> <ul style="list-style-type: none"> ▪ People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-PS4-1),(1-PS4-2),(1-PS4-3) <p style="text-align: center;">----- <i>Connections to Engineering, Technology, and Applications of Science</i> -----</p> <p>Influence of Engineering, Technology, and Science, on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ People depend on various technologies in their lives; human life would be very different without technology. (1-PS4-4)
<p><i>Connections to other DCIs in first grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> K.ETS1.A (1-PS4-4); 2.PS1.A (1-PS4-3); 2.ETS1.B (1-PS4-4); 4.PS4.C (1-PS4-4); 4.PS4.B (1-PS4-2); 4.ETS1.A (1-PS4-4)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1-PS4-2)</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-PS4-1),(1-PS4-2),(1-PS4-3),(1-PS4-4)</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-PS4-1),(1-PS4-2),(1-PS4-3)</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (1-PS4-1),(1-PS4-2),(1-PS4-3)</p> <p><i>Mathematics –</i></p> <p>MP.5 Use appropriate tools strategically. (1-PS4-4)</p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-PS4-4)</p> <p>1.MD.A.2 Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (1-PS4-4)</p>		

1-LS1 From Molecules to Organisms: Structures and Processes

1-LS1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.* [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (1-LS1-2) <p>----- <i>Connections to Nature of Science</i> -----</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. (1-LS1-2) 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) <p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) <p>LS1.D: Information Processing</p> <ul style="list-style-type: none"> Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2) <p>Structure and Function</p> <ul style="list-style-type: none"> The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1) <p>----- <i>Connections to Engineering, Technology, and Applications of Science</i> -----</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (1-LS1-1)

Connections to other DCIs in first grade: N/A

Articulation of DCIs across grade-levels: **K.ETS1.A** (1-LS1-1); **3.LS2.D** (1-LS1-2); **4.LS1.A** (1-LS1-1); **4.LS1.D** (1-LS1-1); **4.ETS1.A** (1-LS1-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.1.1 Ask and answer questions about key details in a text. (1-LS1-2)

RI.1.2 Identify the main topic and retell key details of a text. (1-LS1-2)

RI.1.10 With prompting and support, read informational texts appropriately complex for grade. (1-LS1-2)

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-LS1-1)

Mathematics –

1.NBT.B.3 Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (1-LS1-2)

1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1-LS1-2)

1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1-LS1-2)

1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1-LS1-2)

1-LS3 Heredity: Inheritance and Variation of Traits

1-LS3 Heredity: Inheritance and Variation of Traits

Students who demonstrate understanding can:

- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.** [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-LS3-1) 	<p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS3-1)
<p><i>Connections to other DCIs in first grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> 3.LS3.A (1-LS3-1); 3.LS3.B (1-LS3-1)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.1.1 Ask and answer questions about key details in a text. (1-LS3-1)</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-LS3-1)</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (1-LS3-1)</p> <p>MP.5 Use appropriate tools strategically. (1-LS3-1)</p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS3-1)</p>		

1-ESS1 Earth’s Place in the Universe

1-ESS1 Earth’s Place in the Universe

Students who demonstrate understanding can:

- 1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.** [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]
- 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.** [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (1-ESS1-1) 	<p>ESS1.A: The Universe and its Stars</p> <ul style="list-style-type: none"> Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) <p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1),(1-ESS1-2) <p>-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes natural events happen today as they happened in the past. (1-ESS1-1) Many events are repeated. (1-ESS1-1)
<p><i>Connections to other DCIs in first grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> 3.PS2.A (1-ESS1-1); 5.PS2.B (1-ESS1-1),(1-ESS1-2); 5-ESS1.B (1-ESS1-1),(1-ESS1-2)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-ESS1-1),(1-ESS1-2)</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-ESS1-1),(1-ESS1-2)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (1-ESS1-2)</p> <p>MP.4 Model with mathematics. (1-ESS1-2)</p> <p>MP.5 Use appropriate tools strategically. (1-ESS1-2)</p> <p>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations to represent the problem. (1-ESS1-2)</p> <p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1-ESS1-2)</p>		

First Grade Health Standards

Growth and Development

Standard 1: Essential Concepts

- 1.1.G Describe how living things grow and mature.
- 1.2.G Identify anatomical names of major internal and external body parts.
- 1.3.G Identify a variety of behaviors that promote healthy growth and development.
- 1.4.G Describe how members of a family have various roles, responsibilities, and individual needs.

Standard 2: Analyzing Influences

- 2.1.G Explain why sleep and rest are important for proper growth and good health.

Standard 3: Accessing Valid Information

- 3.1.G Recognize parents, guardians, and other trusted adults as resources for information about growth and development.

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.1.S Describe characteristics of safe and unsafe places.
- 1.2.S Identify labels of products that give information about cautions and dangers.
- 1.3.S Discuss the meaning of basic safety-related signs, symbols, and warning labels.
- 1.4.S Identify safety hazards in the home, at school, and in the community.
- 1.5.S Identify ways to reduce risk of injuries at home, at school, and in the community.
- 1.6.S Explain the importance of telling an adult if someone is in danger or being bullied.
- 1.7.S Distinguish between appropriate and inappropriate touching.
- 1.8.S Explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags.
- 1.9.S Define and explain the dangers of weapons and the importance of telling a trusted adult if you see or hear about someone having a weapon.
- 1.10.S Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).
- 1.11.S Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.
- 1.12.S Define simple conflict resolution techniques.
- 1.13.S Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).

Standard 2: Analyzing Influences

- 2.1.S Describe internal and external influences that could lead to or prevent injury or violence.

Standard 3: Accessing Valid Information

- 3.1.S List people to go to for help if feeling unsafe or threatened.

Standard 4: Interpersonal Communication

- 4.1.S Describe how to report dangerous situations.
- 4.2.S Identify ways to report inappropriate touching.

Standard 5: Decision Making

- 5.1.S Analyze steps to take in emergency or potentially dangerous situations.
- 5.2.S Identify the benefits of using nonviolent means to resolve conflicts.
- 5.3.S Assess reasons for reporting weapons possession.
- 5.4.S Analyze why wearing a helmet when biking, skateboarding, or in-line skating increases safety.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.S Practice ways to stay safe at home, at school, and in the community.
- 7.2.S Practice emergency, fire, and safety plans at home and at school.
- 7.3.S Explain appropriate protective gear and equipment.

Standard 8: Health Promotion

- 8.1.S Encourage others to practice safe behaviors in the classroom and on the playground.

Personal and Community Health

Standard 1: Essential Concepts

- 1.1.P Explain the importance of effective dental and personal hygiene practices.
- 1.2.P Identify the importance of sun safety.
- 1.3.P Discuss the importance of preventing the transmission of germs.
- 1.4.P Identify ways to prevent the transmission of communicable diseases.
- 1.5.P Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, influenza).
- 1.6.P Explain the difference between communicable diseases and non-communicable diseases.
- 1.7.P Discuss how individual behavior affects the environment and community.
- 1.8.P Identify materials that can be reduced, reused, or recycled.
- 1.9.P Identify emergency situations (e.g., injuries, abductions, fires, floods, earthquakes).

Standard 2: Analyzing Influences

- 2.1.P Explain how family and friends influence positive health practices.

Standard 3: Accessing Valid Information

- 3.1.P Identify individuals in the school and in the community who promote health.
- 3.2.P Explain why parents or guardians keep a health record for their child.

Standard 4: Interpersonal Communication

- 4.1.P Demonstrate effective communication skills when asking for assistance with health-related problems.
- 4.2.P Demonstrate effective communication skills in an emergency situation.

Standard 5: Decision Making

- 5.1.P Use a decision-making process to evaluate how personal hygiene behaviors promote one's health.

Standard 6: Goal Setting

- 6.1.P Make a plan to practice dental and personal hygiene.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.P Demonstrate proper tooth brushing and flossing techniques.
- 7.2.P Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent hand washing).
- 7.3.P Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen.
- 7.4.P Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.

Standard 8: Health Promotion

- 8.1.P Educate family and peers to protect against skin damage from the sun.
- 8.2.P Demonstrate the ability to support other students who have chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy).

First Grade Physical Education Standards

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- 1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.
- 1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
- 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
- 1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

Body Management

- 1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

Locomotor Movement

- 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
- 1.8 Land on both feet after taking off on one foot and on both feet.
- 1.9 Jump a swinging rope held by others.

Manipulative Skills

- 1.10 Demonstrate the underhand movement (throw) pattern.
- 1.11 Demonstrate the overhand movement (throw) pattern.
- 1.12 Demonstrate the two-handed overhead (throw) pattern.
- 1.13 Catch, showing proper form, a gently thrown ball.
- 1.14 Catch a self-tossed ball.
- 1.15 Catch a self-bounced ball.
- 1.16 Kick a rolled ball from a stationary position.
- 1.17 Kick a stationary ball, using a smooth, continuous running approach.
- 1.18 Strike a balloon upward continuously, using arms, hands, and feet.
- 1.19 Strike a balloon upward continuously, using a large, short-handled paddle.
- 1.20 Dribble a ball in a forward direction, using the inside of the foot.
- 1.21 Dribble a ball continuously with one hand.

Rhythmic Skills

- 1.22 Create or imitate movement in response to rhythms and music.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Identify the right and left sides of the body and movement from right to left and left to right.
- 2.2 Identify people/objects that are within personal space and within boundaries.

Body Management

- 2.3 Identify the base of support of balanced objects.

Locomotor Movement

- 2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

Manipulative Skills

- 2.5 Identify examples of underhand and overhand movement patterns.
- 2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence.
- 2.7 Explain that the nonthrowing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.

- 2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.
- 2.9 Describe the proper hand and finger position for catching a ball.
- 2.10 Demonstrate and explain how to reduce the impact force while catching an object.
- 2.11 Identify the placement of the nonkicking foot when kicking with a smooth, running approach.
- 2.12 Identify the location of the contact point to strike an object upward.

- 2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance

- 3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.
- 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.
- 3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.

Flexibility

- 3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.

Body Composition

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

- 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
- 4.2 Explain the importance of drinking water during and after physical activity.
- 4.3 Explain that nutritious food provides energy for alertness and mental concentration.

Aerobic Capacity

- 4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.
- 4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.
- 4.6 Identify physical activities that cause the heart to beat faster.
- 4.7 Describe the role of blood in transporting oxygen from the lungs.

Muscular Strength/Endurance

- 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.
- 4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.

Flexibility

- 4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.
- 4.11 Diagram how flexible muscles allow more range of motion in physical activity.

Body Composition

- 4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Participate willingly in new physical activities.
- 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

Social Interaction

- 5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.
- 5.4 Invite others to use equipment or apparatus before repeating a turn.

Group Dynamics

- 5.5 Identify and demonstrate the attributes of an effective partner in physical activity.
- 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

First Grade Visual and Performing Arts Standards

DANCE

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).

Comprehension and Analysis of Dance Elements

1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).

Development of Dance Vocabulary

1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).

2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).

2.3 Create a short movement sequence with a beginning, a middle, and an end.

2.4 Create shapes and movements at low, middle, and high levels.

2.5 Imitate simple movement patterns.

Communication of Meaning in Dance

2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.

2.7 Perform improvised movement ideas for peers.

Development of Partner and Group Skills

2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes high, medium, and low; create slow and fast movements).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Name and perform folk/traditional dances from other countries.

3.2 Describe aspects of the style, costumes, and music of a dance.

3.3 List commonalities among basic locomotor movements in dances from various countries.

History and Function of Dance

3.4 Identify where and when people dance.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).

Meaning and Impact of Dance

4.2 Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).

4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).

5.2 Give examples of how dance relates to other subjects (e.g., mathematics shape, counting; language arts beginning, middle, and end).

MUSIC

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).

Listen to, Analyze, and Describe Music

1.2 Identify simple musical forms (e.g., phrase, AB, echo). 1.3 Identify common instruments visually and aurally in a variety of music.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing with accuracy in a developmentally appropriate range.

2.2 Sing age-appropriate songs from memory.

2.3 Play simple accompaniments on classroom instruments.

Compose, Arrange, and Improvise

2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.

Diversity of Music

3.2 Sing and play simple singing games from various cultures.

3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.

3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

- 4.1 Create movements to music that reflect focused listening.
- 4.2 Describe how ideas or moods are communicated through music.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- 5.1 Recognize and explain how people respond to their world through music.

Careers and Career-Related Skills

- 5.2 Describe how the performance of songs and dances improves after practice and rehearsal.

THEATRE ARTS

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

- 1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

- 1.2 Observe and describe the traits of a character.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

- 2.1 Demonstrate skills in pantomime, tableau, and improvisation.

Creation/Invention in Theatre

- 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

- 3.1 Identify the cultural and geographic origins of stories.

History of Theatre

- 3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.
- 3.3 Describe the roles and responsibilities of audience and actor.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Describe what was liked about a theatrical work or a story.

Derivation of Meaning from Works of Theatre

4.2 Identify and discuss emotional reactions to a theatrical experience.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.

Careers and Career-Related Skills

5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

VISUAL ARTS

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.

1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use texture in two-dimensional and three-dimensional works of art.

2.2 Mix secondary colors from primary colors and describe the process.

2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché) to create form and texture in works of art.

Communication and Expression Through Original Works of Art

2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.

2.5 Create a representational sculpture based on people, animals, or buildings.

2.6 Draw or paint a still life, using secondary colors. 2.7 Use visual and actual texture in original works of art. 2.8 Create artwork based on observations of actual objects and everyday scenes.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Recognize and discuss the design of everyday objects from various time periods and cultures. 3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

Diversity of the Visual Arts

3.3 View and then describe art from various cultures.

3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).

4.2 Identify and describe various reasons for making art.

Make Informed Judgments

4.3 Describe how and why they made a selected work of art, focusing on the media and technique.

4.4 Select something they like about their work of art and something they would change.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.

5.2 Compare and contrast objects of folk art from various time periods and cultures.

Visual Literacy

5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).

Careers and Career-Related Skills

5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.

1st Grade
Technology Standards

Level of Skills Definitions			
Observe		<i>Observation of Teacher Modeling Skills</i>	
Basic		<i>Practicing Skills with Teacher's Guidance</i>	
Intermediate		<i>Practicing Skills with Minimal Teacher Support</i>	
Proficient		<i>Applying Skills Independently</i>	
#	Category	Standard	Level of Skills
1.1	Ethics	Practice respectful and responsible use of technology by abiding by School Technology and Internet Use Policy.	NA
1.2	Ethics	Demonstrate an understanding of plagiarism and fair use. Copyright Laws of Material.	NA
1.3	Ethics	Evaluate and use several resources from a variety of information sources to validate accuracy of information.	NA
1.4	Ethics	Demonstrate an understanding of Internet Safety Procedures.	NA
1.5	Keyboarding Skills	Identify the location and function of the TAB key.	Basic
1.6	Keyboarding Skills	Use thumb on the spacebar.	Basic
1.7	Keyboarding Skills	Use correct hand-finger, home row, and pairing of fingers.	Basic
1.8	Keyboarding Skills	Use correct technique for key striking and keying by touch.	Basic
1.9	Keyboarding Skills	Enter data at a rate of words 4-6 per minute.	Advanced
1.10	Keyboarding Skills	Recognize that letter typed on the keyboard are lower case unless the Shift key is used.	Intermediate
1.11	Keyboarding Skills	Identify the location and function of these keys: Enter, Escape, Spacebar, Shift, Arrows, and Delete.	Intermediate
1.12	Keyboarding Skills	Identify and properly use the mouse.	Intermediate
1.13	Keyboarding Skills	Use correct posture.	Intermediate
1.14	Keyboarding Skills	Use "single-click", "double-click" and "click and drag" functions of the mouse.	Intermediate
1.15	Keyboarding Skills	Locate, identify and use letter, number and punctuation keys.	Basic
1.16	Word Processing	Use a word processing application to write, edit, print, and save simple assignments.	Basic
1.17	Word Processing	Use the following tool icons: bold, italicize, underline.	Basic

1st Grade
Technology Standards

Level of Skills Definitions			
Observe		<i>Observation of Teacher Modeling Skills</i>	
Basic		<i>Practicing Skills with Teacher's Guidance</i>	
Intermediate		<i>Practicing Skills with Minimal Teacher Support</i>	
Proficient		<i>Applying Skills Independently</i>	
#	Category	Standard	Level of Skills
1.18	Word Processing	Understand and use the cut, copy, and paste information.	Basic
1.19	Word Processing	Add text boxes.	Basic
1.20	Word Processing	Change font, color, and size.	Basic
1.21	Word Processing	Use correct spacing between words, and following punctuation.	Basic
1.22	Word Processing	Insert and size a graphic in a word processing document.	Basic
1.23	Internet Skills	Explain that the internet links computers around the world, allowing people to access information and communicate.	Basic
1.24	Internet Skills	Demonstrate the ability to use icons on desktop to get to district standard sites: Accelerated Reader, etc.	Basic

MATERIALS AND RESOURCES

First Grade

READING/LANGUAGE ARTS

Benchmark Advance is the basic text for students. The following materials are used:

Teacher's Resources

Five Teacher's Resources System Books
Assessment Books
ELD Resources
Intervention Resources
Process Writing Handbook
Phonological Awareness & Phonics in Context
Grammar, Spelling & Vocabulary Workbook
Daily Take-Home Activity Calendars

Small Group Leveled Texts

Units 1-10

Small Group Leveled Texts Teacher Support

Teacher's Guides & Text Evidence Question
Units 1-10
Reader's Theater Handbook

Small group Reader's Theater

Units 1-10

Whole Group

Mentor Read Aloud Big Book
Shared Reading Aloud Books
Review & Routines Big Books
Extended Read Big Books
Read Aloud Handbook

Phonics

Decodable Lap Books
Phonics Teacher's Resources
Advancing Phonics Skills
Sound Spelling Card

Phonics Decodable Texts

Units 1-10

My Shared Readings Consumable Student Book

Five Volumes Student Books – 1 per student

Texts for ELD

Student Book – Set of 10

Instructional Minutes:

Students will receive a minimum of 120 minutes of instruction in language arts per day.

WRITING

Write from the Beginning and Beyond | Thinking Maps® is the writing program for students. The following materials are used:

Teacher Manuals:

- ❖ Thinking Maps: *A Language for Learning* - with 8 classroom posters
- ❖ Thinking Maps: *Write from the Beginning and Beyond: Expository/Informative*
- ❖ Thinking Maps: *Write from the Beginning and Beyond: Narrative*
- ❖ Thinking Maps: *Write from the Beginning and Beyond: Response to Literature*
- ❖ Thinking Maps: *Write from the Beginning and Beyond: Setting the Stage*

TECHNOLOGY

Student Programs:

- | | | |
|----------------------|------------------------|----------------|
| ❖ Amplify | ❖ Go Math! | ❖ Seesaw |
| ❖ Benchmark Universe | ❖ I-Ready | ❖ Starfall |
| ❖ BrainPOP ELL | ❖ MobyMax | ❖ Typing Agent |
| ❖ BrainPOP Jr. | ❖ Renaissance Learning | |

MATHEMATICS

Go Math! California Student Edition Multi-Volume Grade 1 is the basic text for students. The following materials are used:

Student Materials:

- ❖ Go Math! California Student Edition Multi-Volume Grade 1
- ❖ Bilingual Mathboard Grade 1
- ❖ California Online Interactive Student Edition (includes Personal Math Trainer) Grade 1
- ❖ SBAC Test Prep Student Edition Grade 1
- ❖ California Downloadable Student Edition PDF Grade K

Teacher Resource Materials:

- ❖ California Teacher Edition and Planning Guide Bundle Grade 1
- ❖ California Teacher Digital Management Center Grade 1

- ❖ California Assessment Guide Blackline Masters Grade 1
- ❖ California Reteach Workbook Blackline Masters Grade 1
- ❖ California Enrichment Workbook Blackline Masters Grade 1
- ❖ Strategic Intervention Teacher Guide Grade 1
- ❖ SBAC Test Prep Teacher Edition Grade 1
- ❖ Bi-lingual Exam View CD-ROM Grade 1
- ❖ Grab and Go Differentiated Centers Kit Grade 1
- ❖ Grab and Go Customized Manipulatives Kit Grade 1
- ❖ California Downloadable Teacher Resource Tool Grade 1

Instructional Minutes:

Students will receive a minimum of 60 minutes of instruction in mathematics per day.

HISTORY/SOCIAL SCIENCE

California: A Child's View (Harcourt School Publishers)

The following materials are used:

California Unit Soft Big Book Collection: A Child's View

Teacher Editions:

A Child's View

Homework & Practice Book
California Success for English Language Learners
Time for Kids Readers

One Per Student:

California: A Child's View

Homework and Practice Book
Spotlight on Standards Reader
Student Edition CD-Rom
Student Edition e-book
Graphic Organizers Write-On/Wipe-off Cards
Atlas, Primary

Teacher Resource Materials:

California ePlanner with Teachers Edition
Interactive Atlas
California Audiotext Collection
Spotlight on Standards Reader
Spotlight on Standards Express Path Instructional Cards
Picture/Word Cards for Developing Academic Language
California Reading Support and Intervention Book
Social Studies in Action; Resources for the Classroom

Primary Source Collection, K – 3
TimeLinks; Interactive Time Line Package, Primary
Time for Kids Readers Collection (1 copy each of 18 titles)
California Assessment Program
Primary Atlas
California Vocabulary Power
Music CD Collection
All-In One Planner with Assessment CD-ROM
Online Assessment Quick Start Guide for Teachers

SCIENCE

Amplify Science is the adopted curriculum. The following materials are used:

Teacher Editions:

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

*Teacher editions are also available online.

One Per Student:

- 1 Investigation notebook per unit

*Investigation notebooks are also available online.

Teacher Resource Materials:

1 big book & 18 student readers of the following titles:

Spinning Earth

- *A Walk Through the Seasons*
- *After Sunset*
- *Nighttime Investigation*
- *Patterns of Earth and Space*
- *Space Explorers*
- *What Spins?*

Animal and Plant Defenses

- *Frog Model*
- *Parents and Offspring*
- *Spikes, Spines, and Shells: A Handbook of Defenses*
- *Tortoise Parts*
- *Whose Lunch Is This?*

Light and Sound

- *Can You See in the Dark*
- *Engineering with Light and Sound*
- *Let's Test!*
- *What Made This Shadow?*
- *What Vibrates?*

*Student readers are also available online.

Science kits for the following units:

- Animal and Plant Defenses (1 box)
- Light and Sounds (2 boxes)
- Spinning Earth (1 box)

PHYSICAL EDUCATION

SPARK Grades K-2 PE Teacher's Guide

Instructional Minutes:

Students will receive a minimum of 200 minutes of instruction in physical education every ten school days.

