

**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).



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 Nibblet 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.<sup>2</sup>
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.<sup>3</sup> *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  $8 + ? = 11$ ,  $5 = \text{?} - 3$ ,  $6 + 6 = \text{?}$ .*

## 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><b>Part I, strands 1–8</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <ol style="list-style-type: none"> <li>SL.1.1,6; L.1.1,6</li> <li>W.1.6; L.1.1,6</li> <li>SL.1.1,6; L.1.1,6</li> <li>N/A at Grade 1</li> <li>SL.1.1-3</li> <li>RL.1.1-7,9,10; RI.1.1-7,9-10; SL.1.2-3; L.1.4,6</li> <li>RL.1.3-4,6; RI.1.2,6,8; L.1.4-6</li> <li>RL.1.4-5; RI.1.4; L.1.4-6</li> </ol> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b></p> <p><b>Informational text types include:</b> 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><b>Literary text types include:</b> stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Collaborative	<p><b>Emerging</b></p> <p><b>1. Exchanging information and ideas</b> 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.</p> <p><b>2. Interacting via written English</b> Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p> <p><b>3. Offering opinions</b> 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.</p> <p><b>4. Adapting language choices</b> No standard for grade 1.</p> <p><b>5. Listening actively</b> 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.</p> <p><b>6. Reading/viewing closely</b> 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.</p> <p><b>7. Evaluating language choices</b> 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.</p> <p><b>8. Analyzing language choices</b> 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><b>Expanding</b></p> <p><b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p> <p><b>3. Offering opinions</b> 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.</p> <p><b>4. Adapting language choices</b> No standard for grade 1.</p> <p><b>5. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p> <p><b>6. Reading/viewing closely</b> 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.</p> <p><b>7. Evaluating language choices</b> 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.</p> <p><b>8. Analyzing language choices</b> 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><b>Bridging</b></p> <p><b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p><b>2. Interacting via written English</b> 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.</p> <p><b>3. Offering opinions</b> 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.</p> <p><b>4. Adapting language choices</b> No standard for kindergarten.</p> <p><b>5. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p> <p><b>6. Reading/viewing closely</b> 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.</p> <p><b>7. Evaluating language choices</b> 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.</p> <p><b>8. Analyzing language choices</b> 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>



# 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><b>Part I, strands 9–12</b></p> <p><b>Corresponding</b></p> <p><b>Common Core State Standards for English Language Arts</b></p> <p>9. SL.1.4-6; L.1.1,6</p> <p>10. W.1.1-3,5-8; L.1.1-2,6</p> <p>11. W.1.1; SL.1.4,6; L.1.1-2,6</p> <p>12. W.1.5; SL.1.4,6; L.1.1,5-6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include: Informational text types include:</b> 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><b>Literary text types include:</b> stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	C: Productive	Emerging	Expanding	Bridging
		<p><b>9. Presenting</b></p> <p>Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p> <p><b>10. Writing</b></p> <p>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><b>11. Supporting opinions</b></p> <p>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><b>12. Selecting language resources</b></p> <p>a) Retell texts and recount experiences, using key words.</p> <p>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><b>9. Presenting</b></p> <p>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><b>10. Writing</b></p> <p>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><b>11. Supporting opinions</b></p> <p>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><b>12. Selecting language resources</b></p> <p>a) Retell texts and recount experiences, using complete sentences and key words.</p> <p>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><b>9. Presenting</b></p> <p>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><b>10. Writing</b></p> <p>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><b>11. Supporting opinions</b></p> <p>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><b>12. Selecting language resources</b></p> <p>a) Retell texts and recount experiences, using increasingly detailed complete sentences and key words.</p> <p>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			
<b>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</b>  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 <b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. <b>Text types include: Informational text types include:</b> 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. <b>Literary text types include:</b> stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. <b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	A. Structuring Cohesive Texts	<b>Emerging</b>  <b>1. Understanding text structure</b> 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.  <b>2. Understanding cohesion</b> 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.	<b>Expanding</b>  <b>1. Understanding text structure</b> 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.  <b>2. Understanding cohesion</b> 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.	<b>Bridging</b>  <b>1. Understanding text structure</b> 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.  <b>2. Understanding cohesion</b> 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.

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			
<b>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</b>  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  <b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. <b>Text types include: Informational text types include:</b> 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. <b>Literary text types include:</b> stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. <b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	B. Expanding & Enriching Ideas	<b>Emerging</b>  <b>3. Using verbs and verb phrases</b> 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.  <b>4. Using nouns and noun phrases</b> 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.  <b>5. Modifying to add details</b> 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.	<b>Expanding</b>  <b>3. Using verbs and verb phrases</b> 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.  <b>4. Using nouns and noun phrases</b> 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.  <b>5. Modifying to add details</b> 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.	<b>Bridging</b>  <b>3. Using verbs and verb phrases</b> 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.  <b>4. Using nouns and noun phrases</b> 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.  <b>5. Modifying to add details</b> 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.



# 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><b>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</b></p> <p>6. W.K.1-3,5; SL.K.4,6; L.K.1,6</p> <p>7. N/A at K</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include: Informational text types include:</b> 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><b>Literary text types include:</b> stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	C. Connecting & Condensing Ideas	<p><b>Emerging</b></p> <p><b>6. Connecting ideas</b> 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><b>7. Condensing ideas</b> Condense clauses in simple ways (e.g., changing: <i>I like blue. I like red. I like purple -&gt; 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><b>Expanding</b></p> <p><b>6. Connecting ideas</b> 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><b>7. Condensing ideas</b> Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>She's a doctor. She saved the animals. -&gt; 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><b>Bridging</b></p> <p><b>6. Connecting ideas</b> 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. -&gt; The boy was hungry so he ate a sandwich.</i>) in shared language activities guided by the teacher and independently.</p> <p><b>7. Condensing ideas</b> 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. -&gt; 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><b>Foundational Literacy Skills:</b></p> <p><b>Literacy in an Alphabetic Writing System</b></p> <ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Phonological awareness</li> <li>• Phonics &amp; word recognition</li> <li>• Fluency</li> </ul>	<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"> <li>• 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.</li> <li>• Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).</li> <li>• 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).</li> </ul>
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# 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/kidspace/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/](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/](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 Science Standards

## PHYSICAL SCIENCES

### 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:

- Students know* solids, liquids, and gases have different properties.
- Students know* the properties of substances can change when the substances are mixed, cooled, or heated.

#### ➤ Web Links

- <http://jc-schools.net/PPTs-science.html>  
PowerPoint presentations – plants, animals, food chain, matter, and weather
- <http://www.42explore.com/water.htm>  
This site has first grade appropriate links as well as materials for upper classmen
- <http://web2.airmail.net/kboyle/Fairlink.htm>  
Evaporation experiments, questions for scientific method
- <http://atozteacherstuff.com/pages/318.shtml>  
A new twist on the melting ice cube experiment – freeze a water filled rubber glove for the experiment
- [http://pbskids.org/bigbigworld/parentteachers/activities\\_07.html](http://pbskids.org/bigbigworld/parentteachers/activities_07.html)  
Where did the Water Go? Science Experiment
- <http://pbskids.org/fetch/parentteachers/activities/act-icecreamshake.html>  
Ice Cream Shake - Turn liquid into a soft solid by shaking ice cream ingredients in a bag. Similar idea – turn liquid into solid by making butter
- <http://www.unitedstreaming.com>
  - Investigating Weather (includes water cycle)
  - A First Look at Solids, Liquids, and Gases

## LIFE SCIENCES

### 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- Students know* both plants and animals need water, animals need food, and plants need light.
- Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
- Students know* how to infer what animals eat from the shapes of their teeth (for example: sharp teeth: eats meat; flat teeth: eats plants).
- Students know* roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

#### ➤ Web Links

- <http://www.brainpop.com/science/diversityoflife/penguins/>  
Brain Pop movie and quiz - Penguins
- <http://www.chias.org/online/hoh/adaptation.html>  
Cute site for animal adaptation - beaver
- <http://school.discovery.com/schooladventures/planetoocean/index.html>  
Study plants and animals in the ocean
- [http://www.readwritethink.org/student\\_mat/student\\_material.asp?id=20](http://www.readwritethink.org/student_mat/student_material.asp?id=20)  
Lesson on questioning techniques to help students identify factual information using fiction, nonfiction and internet sources. Subjects – ants, black bears, fish, frogs and toads, penguins, and polar bears.
- <http://jc-schools.net/PPTs-science.html>  
PowerPoint presentations – plants, animals, food chain, matter, and weather
- <http://www.42explore.com/animhom.htm>  
Info on animal homes and links
- <http://www.42explore.com/bears.htm>  
Info on bears and links
- <http://www.42explore.com/frogs.htm>  
Differences between frogs and toads



- <http://homepage.mac.com/gaylejb/FirstGradeOnline.htm>  
Great units with links – ocean, Africa, Antarctica, Japan, and Mexico
- <http://www.urbanext.uiuc.edu/gpe/case1/c1facts2a.html>  
Colorful informative pages on plant parts
- <http://www.urbanext.uiuc.edu/gpe/case1/c1m1app.html>  
Interactive quiz on the parts of a plant
- <http://web2.airmail.net/kboyle/Planlink.htm>  
Plant experiments and links
- <http://www.unitedstreaming.com>
  - Plant Lifecycles
  - Let's Explore the Woods
  - Habitats – Homes for Living Things
  - Plants and Animals – Down By the Water
  - The Food Chain Mystery
  - You in the Food Web
  - Animal Features and Their Functions
  - Animal Colors and Shapes
  - Plants – First Look – Job of Plant Parts
  - Debbie Green Thumb – The Importance of Plants to Our World
  - Where Do Plants Come From?

## **EARTH SCIENCES**

### **3. Weather can be observed, measured, and described. As a basis for understanding this concept:**

- a. *Students know* how to use simple tools (e. g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
- b. *Students know* that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
- c. *Students know* the sun warms the land, air, and water.

#### ➤ **Web Links**

- <http://jc-schools.net/PPTs-science.html>  
PowerPoint presentations – plants, animals, food chain, matter, and weather
- <http://www.42explore.com/weather.htm>  
Multiple links
- <http://www.42explore.com/snow.htm>  
Includes science and language arts links
- <http://www.unitedstreaming.com>
  - Investigating Weather
  - A First Look at Weather
  - Weather Changes – Measuring
  - Magic Mother Nature - The Four Season

## **INVESTIGATION AND EXPERIMENTATION**

### **4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:**

- a. Draw pictures that portray some features of the thing being described.
- b. Record observations and data with pictures, numbers, or written statements.
- c. Record observations on a bar graph.
- d. Describe the relative position of objects by using two references (for example: above and next to, below and left of).
- e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

#### ➤ **Web Links**

- [http://www.internet4classrooms.com/skills\\_1st\\_science.htm](http://www.internet4classrooms.com/skills_1st_science.htm)  
List of sites for first grade science skills – standards based
- <http://web2.airmail.net/kboyle/Fairlink.htm>  
Evaporation experiments, questions for scientific method



# First Grade Health Standards

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## 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

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## **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

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## **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

<b>Level of Skills Definitions</b>			
<b>Observe</b>		<i>Observation of Teacher Modeling Skills</i>	
<b>Basic</b>		<i>Practicing Skills with Teacher's Guidance</i>	
<b>Intermediate</b>		<i>Practicing Skills with Minimal Teacher Support</i>	
<b>Proficient</b>		<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

<b>Level of Skills Definitions</b>			
<b>Observe</b>		<i>Observation of Teacher Modeling Skills</i>	
<b>Basic</b>		<i>Practicing Skills with Teacher's Guidance</i>	
<b>Intermediate</b>		<i>Practicing Skills with Minimal Teacher Support</i>	
<b>Proficient</b>		<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

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### 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 Cards  
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:**

- ❖ Accelerated Reader
- ❖ Benchmark Universe
- ❖ Go Math!
- ❖ i-Ready
- ❖ MobyMax
- ❖ Starfall
- ❖ Typing Agent



## MATHEMATICS

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

### *Student Materials:*

- ❖ 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 1

### *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
- ❖ Bilingual 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

California ELA Program Correlation 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**

**California Science** (Harcourt School Publishers) is the basic text for students. The following materials are used:

### **Teacher Editions:**

#### **California Science**

Spotlight on Standards Reader

### **One Per Student:**

#### **California Science**

Spotlight on Standards Reader

Student Edition e-Book

### **Teacher Resource Materials:**

California ePlanner

California Student Edition Audiotext  
CD Collection

California Success for English Learners

California Assessment Guide

California Hands-On Resources

California Science Content Standards  
Vocabulary Cards

### **Teacher Resource Materials Continued:**

California Science Content Support, Student Edition

California Science Content Support, Teacher's Edition

California Science Picture Cards

California Lab Manual, Student Edition

California Lab Manual, Teacher Edition

California Activity Video DVD

California Science Reading Intervention Strategies

California Science Content Readers, Teachers' Guide

California Science Content Readers Audiotext CD

6 copies each of Below-Level, On-Level and Above  
Level Readers

California All-in-One CD-ROM for Planning

California Electronic Visual Summary/Inquiry  
transparencies CD-ROM

California Student Edition on CD ROM

## **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.