

# Curriculum Standards

## First Grade

### Reading Standards

- 1R1: Ask and answer questions about key ideas and details in a text.
- 1R2: Identify a main topic or idea in a text and retell important details.
- 1R3: Describe characters, settings, and major events in a story, or pieces of information in a text.
- 1R4: Identify specific words that express feelings and senses.
- 1R5: Identify a variety of genres and explain major differences between literary texts and informational texts.
- 1R6: Identify examples of how illustrations and details support the point of view or purpose of the text.
- 1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics.
- 1R8: Identify specific information an author gives that supports ideas in a text.
- 1R9: Identify genres and make connections between self, text, and the world.

### Foundational Skills

- 1RF1: Demonstrate understanding of the organization and basic features of print.
  - 1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - 1RF2a: Blend and segment onsets and rhymes of spoken one-syllable words.
  - 1RF2b: Count, blend and segment single syllable words that include consonant blends like claw and trip.
  - 1RF2c: Create new words by manipulating individual sounds (phonemes) in spoken one syllable words.
  - 1RF2d: Manipulate individual sounds (phonemes) in single -syllable spoken words.
- 1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
  - 1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).

- 1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (for example, final –e conventions and common vowel teams).
- 1RF3c: Decode regularly spelled one-syllable words. Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.
- 1RF3d: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).
- 1RF3e: Read most common high-frequency words by sight.
- 1RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.
  - 1RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - 1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing Standards

- 1W1: Write an opinion on a topic; give two or more reasons to support that opinion.
- 1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points.
- 1W3: Write narratives, which recount real or imagined experiences or events or a short sequence of events.
- 1W4: Create a poem, dramatization, artwork, or other response to a text, author, theme or personal experience.
- W5: Begins in Grade 4
- 1W6: Ask questions and participate in shared research to answer questions and to build knowledge.
- 1W7: Recall relevant information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening

- 1SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
  - 1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.
  - 1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - 1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.
- 1SL2: Ask and answer questions about key details in diverse texts and formats.
- 1SL3: Ask and answer questions to clarify what the speaker says and identify a speaker's point of view.

- 1SL4: Describe familiar people, places, things, and events with detail.
- 1SL5: Create visual displays to support descriptions to clarify ideas, thoughts, and feelings.
- 1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

## Language Standards

### Standard 1L1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Core Conventions Skills for Grades Pre-kindergarten to Grade 2:

- Print upper- and lowercase letters in their name
  - Print many upper- and lowercase letters
  - Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs (orally)
  - Use frequently occurring nouns and verbs.
  - Use common, proper, and possessive nouns.
  - Use collective nouns (e.g. group).
- Form regular plural nouns orally (e.g., dog, dogs; wish, wishes).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions orally (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  - Use reflexive pronouns (e.g., myself, ourselves).
- 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).
  - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use frequently occurring adjectives.
- Use adjectives or adverbs appropriately
- Use frequently occurring conjunctions (e.g., and, but, or, so because).
- Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

## Standard 1L2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Core Punctuation and Spelling Skills for Pre-Kindergarten to Grade 2:

- Capitalize the first letter of their name
  - Capitalize dates and names of people
  - Capitalize the first word in a sentence and the pronoun I.
  - Capitalize names, places, and holidays
- Attempt to write symbols or letters to represent words.
- Recognize and name end punctuation.
  - Use end punctuation for sentences
- Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
  - Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Use commas in dates and to separate single words in a series.
  - Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Consult reference materials as needed to check and correct spellings

## Standard 1L3

Begins in Grade 2.

## Standard 1L4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

- 1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.
- 1L4b: Use frequently occurring affixes as a clue to the meaning of a word.
- 1L4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)

## Standard 1L5

Demonstrate understanding of word relationships and nuances in word meanings.

- 1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- 1L5b: 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).
- 1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).
- 1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

## Standard 1L6

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., because).

## Math Standards

- Represent and solve problems involving addition and subtraction
  - 1.OA.A.1. Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.
    - Note: Problems should be represented using objects, drawings, and equations with a symbol for the unknown number. Problems should be solved using objects or drawings, and equations.
  - 1.OA.A.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. Count to tell the number of objects.
- Understand and apply properties of operations and the relationship between addition and subtraction
  - 1.OA.B.3. Apply properties of operations as strategies to add and subtract. - commutative and associative properties of addition
  - 1.OA.B.4. Understand subtraction as an unknown-addend problem within 20.
  - 1.OA.C.5. Relate counting to addition and subtraction. e.g., by counting on 2 to add 2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Add and subtract within 20.
  - 1.OA.C. 6.

- 6a. Add and subtract within 20. Use strategies such as:
    - counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.
  - 6b. Fluently add and subtract within 10.
    - Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies
- Work with addition and subtraction equations
  - 1.OA.D.7 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are T or F.
    - e.g., which of the following equations are true and which are false?
  - 1.OA.D.8 8. Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.
    - e.g., determine the unknown number that makes the equation true in each of the equations  
Classify objects and count the number of objects in each category.
- Extend the counting sequence
  - 1.NBT. A.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.
  - 1.NBT. B 2. Understand that the two digits of a two-digit number represent amounts of tens and ones.
    - 1.NBT. B. 2a. Understand 10 can be thought of as a bundle of ten ones, called a "ten".
    - 1.NBT. B. 2b. Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
    - 1.NBT. B. 2c. Understand that 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).
  - 1.NBT. B.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.
  - 1.NBT. C. 4. Add within 100, including: a two-digit number and a one-digit number; a two-digit number and a multiple of 10.
  - 1.NBT. C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
  - 1.NBT. C.6 6. Subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Measure lengths indirectly and by iterating length units.
  - 1.MD.A.1 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
  - 1.MD.A.2 2. Measure the length of an object using same-size “length units” placed end to end with no gaps or overlaps. Express the length of an object as a whole number of “length units.”
- Tell and write time and money.
  - 1.MD.B.3
    - 3a. Tell and write time in hours and half-hours using analog and digital clocks. Develop an understanding of common terms, such as, but not limited to, o’clock and half past.
    - 3b Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately
    - 3c Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).e.g. 3 dimes and 4 pennies is the same as 3 tens and 4 ones.
- Represent and interpret data.
  - 1.MD.C.4 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.
- Reason with shapes and their attributes.
  - 1.G.A.1 1. Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.
  - 1.G.A.2 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.
    - Note: Students do not need to learn formal names such as “right rectangular prism.”
  - 1.G.A.3 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.

## Social Studies Standards

### Grade 1: My Family and Other Families, Now and Long Ago

“My Family and Other Families, Now and Long Ago” is organized around the same five units of study that organize kindergarten Social Studies—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies, and may be presented in any order. Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions.

- 1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
  - 1.1a Families are a basic unit of all societies, and different people define family differently.
  - 1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.
  - 1.1c Awareness of America's rich diversity fosters intercultural understanding.
- 1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.
  - 1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.
  - 1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.
- 1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.
  - 1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.
  - 1.3b Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.
  - 1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.
- 1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups
  - 1.4a Rules and laws are developed to protect people's rights and for the safety and welfare of the community.



- 1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.
  - 1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, community
- 1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geo. vocab.
  - 1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or
  - trace important routes.
  - 1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums,
  - schools, and cultural centers.
  - 1.5c Symbols are used to represent physical features and man-made structures on maps and globes
- 1.6 People and communities depend on and modify their physical environment in order to meet basic needs
  - 1.6a People and communities depend on the physical environment for natural resources.
  - 1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.
  - 1.6c People interact with their physical environment in ways that may have a positive or a negative effect.
- 1.7 Families have a past and change over time. There are different types of documents that relate family histories
  - 1.7a Personal and family history is a source of information for individuals about the people and places around them.
  - 1.7b Families change over time, and family growth and change can be documented and recorded.
  - 1.7c Families of long ago have similarities and differences with families today.
  - 1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.
- 1.8 Historical sources reveal information about how life in the past differs from the present.
  - 1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.
  - 1.8b Oral histories, biographies, and family timelines relate family histories
- 1.9 People have many economic wants and needs, but limited resources with which to obtain them.
  - 1.9a Scarcity means that people's wants exceed their limited resources.
  - 1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.
  - 1.9c People use tools, technologies, and other resources to meet their needs and wants.

- 1.10 People make economic choices as producers and consumers of goods and services.
  - 1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a skill.
  - 1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.
  - 1.10c People and families work to earn money to purchase goods and services that they need or want.
  - 1.10d People make decisions about how to spend and save the money that they earn

## Social Studies Learning Objectives

- Students will listen to stories about different families and will identify Characteristics that are the same and different. Students will identify traditions that are associated with their families, and tell why the tradition is important.
- Students will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State.
- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
- Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.
- Students will be able to recite the Pledge of Allegiance, to begin to understand its purpose and its general meaning, and to sing patriotic songs such as America the Beautiful, America ("My Country 'Tis of Thee"), and The Star Spangled Banner and begin to understand the general meaning of the lyrics.
- Students will participate in group activities and contribute to the work of the group.
- Students will explain the traits of a responsible citizen and model actions of responsible citizens.
- Students will discuss ways that they can protect and respect our world and its people.
- Students will discuss the difference between rules and laws, and determine why school rules were developed and what the consequences are of not following the rules. Students will begin to understand that there are local, state, and national levels of government and will identify some actions that the government takes.
- Students will be given opportunities to solve problems, make decisions, and resolve conflicts.
- Students will use cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) and create a map of the classroom by using symbols to represent objects.
- Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map.

- Students will closely read maps making use of the legends to understand symbols and what they represent.
- Students will identify natural resources required to meet basic needs.
- Students will identify how the physical environment of their community has been modified to meet needs and wants.
- Students will identify positive and negative effects that human interaction can have on the physical environment.
- Students will create personal timelines of their life, school year, and family events with the help of family members. Students will demonstrate an understanding of sequence and chronology and share their timelines with each other.
- Students will examine the changes in their family over time and how the family growth and change could be documented and recorded.
- Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations.
- Students will use sequence and chronological terms when describing family events.
- Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers.
- Students will interview family members to learn about their family histories. Students will develop a family timeline as an extension of their personal timeline.
- Students will describe the main characters and qualities after listening to biographies and legends.
- Students will provide examples of scarcity by identifying wants that exceed resources.
- Students will examine choices that families make due to scarcity, and identify costs associated with these choices.
- Students will examine how tools, technology, and other resources can be used to meet needs and wants.
- Students will identify examples of goods and services.
- Students will identify examples of a producer and a consumer.
- Students will examine how earning money through work is related to the purchase of goods and services.
- Students will examine decisions that people make about spending and saving money.

## Science Standards

### Waves: Light & Sound

- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Make observations (firsthand or from media) to construct an evidence-based account that objects can be seen only when illuminated.

- Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
- Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

## **Structure, Function and Information Processing**

- Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- Make observations to construct an evidence-based account that some young plants and animals are similar to, but not exactly like, their parents.

## **Space Systems: Patterns and Cycles**

- Use observations of the Sun, moon, and stars to describe patterns that can be predicted.
- Make observations at different times of year to relate the amount of daylight to the time of year.

## **Engineering Design**

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs