

First Grade NYS Standards Overview



Welcome to first grade. This overview, aligned with the New York State standards, is intended to provide you with a better understanding of what is expected of your child this year. All children progress at their own level specific to their abilities and interests so instruction will be differentiated to meet their individual needs. We look forward to working together with you to guarantee that your child will have a positive educational experience.

English Language Arts - ELA

Language Arts is an important focus in first grade. The children are immersed in a language-rich environment and are encouraged to develop communication skills through varied reading and writing experiences. The language arts of reading, writing, listening and speaking are fundamental to all learning and integrated throughout the curriculum. The first grade language arts curriculum entails a variety of programs, materials and activities to help build a strong foundation in literacy.

Reading Standards (Literary and Informational Text)



Key Ideas and Details

1. Develop and answer questions about key ideas and details in a text
2. Identify a main topic or central idea in a text and retell important details
3. Describe characters, settings, and major events in a story, or pieces of information in a text

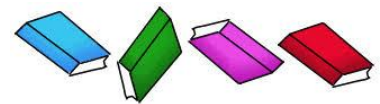
Craft and Structure

4. Identify specific words that express feelings and senses
5. Identify a variety of genres and explain major differences between literary texts and informational texts
6. Describe how illustrations and details support the point of view or purpose of the text

Integration of Knowledge and Ideas

7. Use illustrations and details in literary and informational texts to discuss story elements and/or topics
8. Identify specific information an author or illustrator gives that supports ideas in a text
9. Make connections between self and text (texts and other people/world)

Reading Standards (Foundational Skills)



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. Count, blend and segment single syllable words that include consonant blends
 - b. Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words
 - c. Manipulate individual sounds (phonemes) in single-syllable spoken words

Phonics and Word Recognition

3. Know and apply phonics and word analysis skills in decoding words
 - a. Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th)

- b. Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams)
- c. Decode regularly spelled one-syllable words
- d. Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sounds
- e. Decode two-syllable words following basic patterns by breaking the words into syllables
- f. Recognize and identify root words and simple suffixes (e.g., run, runs, walk, walked)
- g. Read most common high-frequency words by sight

Fluency

- 4. Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy, and fluency to support comprehension
 - a. Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings
 - b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing Standards



Text Types and Purposes

- 1. Write an opinion on a topic or personal experience; give two or more reasons to support that opinion
- 2. Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure
- 3. Write narratives which recount real or imagined experiences or events or a short sequence of events
- 4. Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other)

Research to Build and Present Knowledge

- 5. Develop questions and participate in shared research and explorations to answer questions and to build knowledge
- 6. Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways



Speaking and Listening Standards

Comprehension and Collaboration

- 1. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play
 - a. Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic
 - 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 topics and texts under discussion
 - d. Consider individual differences when communicating with others
2. Develop and answer questions about key details in diverse texts and formats
 3. Develop and answer questions to clarify what the speaker says and identify a speaker's point of view

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events with relevant details expressing ideas clearly
5. Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings
6. Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience



Language Standards

Conventions of Academic English/Language for Learning

1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking
2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Vocabulary Acquisition and Use

3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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)
4. 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. Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy)
 - d. 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
5. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to single simple relationships (e.g., because)

MATHEMATICS



Instructional time will focus on four critical areas: (1) developing understanding of addition, subtraction and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. The Standards of Mathematical Practice describe ways in which students should engage with the subject matter as they grow in mathematical maturity and expertise.

Mathematical Practices

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Operations and Algebraic Thinking

1. Represent and solve problems involving addition and subtraction
2. Understand and apply properties of operations and the relationship between addition and subtraction
3. Add and subtract within 20
4. Work with addition and subtraction equations
5. Compare and order numbers to 100

Number and Operations in Base Ten

1. Extend the counting sequence
2. Understand place value
3. Use place value understanding and properties of operations to add and subtract
4. Counting money

Measurement and Data

1. Measure lengths indirectly and by iterating length units
2. Tell and write time
3. Represent and interpret data

Geometry

1. Reason with shapes and their attributes, two- and three dimensional

SOCIAL STUDIES



The social studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed. Students learn about families now and long ago and begin to learn about maps and globes.

Geography

Understand the purpose of maps and globes and how to use them to locate places

Culture/Society

Recognize that families and different kinds of families exist in all communities and societies though they may differ; learn how families past and present change over time and understand that some family beliefs, customs, and traditions are based on family histories; read and listen to folktales, biographies, oral histories, and legends relating to families, including their own family history

History

Analyze different events, people, problems, and ideas that make up their community's history; locate places on maps and on a globe using cardinal directions and symbols

Economics

Describe how people work to earn money to purchase the goods and services they need and/or want; explain how people use tools, technologies, and other resources to meet their needs and wants

Government/Politics

Learn that citizenship includes knowledge about and respect for the flag of the United States of America, as well as The Pledge of Allegiance; recognize that students, teachers, and staff are all citizens of the school community and have rights and responsibilities; understand how people form governments in order to develop rules and laws to govern and protect themselves and define key terms related to the study of government including democracy, power, citizenship, nation/state, and justice

Social Studies Practices

A. Gathering, Interpreting, and Using Evidence

1. Develop questions about his/her family.
2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify the creator and/or author of different forms of evidence.
4. Identify opinions of others.
5. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Retell a real-life family event in sequential order.

2. Understand the concept of time measurements, including days, weeks, months, and years.
 3. Identify causes and effects, using examples from his/her family life.
 4. Identify change over time in his/her family.
 5. Identify events of the past, present, and future in his/her family life.
 6. Recognize and identify patterns of continuity in his/her family.
- C. Comparison and Contextualization
1. Identify similarities and differences between neighborhoods.
 2. Identify similarities and/or differences between him/her and others, with detail.
 3. Describe an event in his/her family.
 4. Understand the concepts of geography, economics, and history that apply to his/her family.
- D. Geographic Reasoning
1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other.
 2. Identify human activities and human-made features; identify natural events or physical features.
 3. Describe how environment affects his/her and other people's activities.
 4. Identify a pattern and a process.
 5. Describe how human activities alter places.
- E. Economics and Economic Systems
1. Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.
 2. Distinguish between a consumer and a producer and their relationship to goods and services.
 3. Explain how people earn money and other ways that people receive money.
- F. Civic Participation
1. Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.
 2. Participate in activities that focus on a classroom or school issue or problem.
 3. Identify different political systems.
 4. Identify the role of the individual in classroom and school participation.
 5. Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
 6. Identify situations in which social actions are required.
 7. Identify the president of the United States and the school principal and their leadership responsibilities.
 8. Identify rights and responsibilities within the classroom and school.

SCIENCE



Opportunities are provided for students to obtain a high-quality science education in Life Science, Physical Science, and Earth & Space Science through three-dimensional learning. Students will engage in science and engineering practices, acquire sufficient core content knowledge, and make connections of science across other disciplines.

Waves: Light and Sound

1. Plan and conduct investigations that vibrating materials can make sound and that sound can make materials vibrate
2. Make observations to construct an evidence-based account that objects can be seen only when illuminated
3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light
4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance

Structure, Function, and Information Processing

1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs
2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive
3. 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

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

K-2 Engineering Design

1. Ask questions, make observations, and gather information to define a simple problem that can be solved through a new or improved object or tool
2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps its function to solve a problem
3. Analyze data from tests of two objects designed to solve the same problem and compare the strengths and weaknesses of how each performs

TECHNOLOGY

Computer technology is integrated into the classroom and into the curriculum to support student learning, maximize individual achievement, and enhance teacher productivity. Students should be both comfortable with and adept to using computer technology, adjust to technology as it changes, and be able to use it as a tool to manipulate information and solve problems.

SPECIAL AREAS

Music, art, physical education, and library media are important parts of your child's educational experience. In participating in these special area programs, children are introduced to the fundamentals of each specific discipline. Active, hands-on experience is provided and students are encouraged to express themselves and communicate through the various subject area media.

Physical Education

Personal Health and Fitness

1. Develop fundamental motor skills and movement concepts
2. Develop fundamental body and spatial awareness
3. Develop awareness of basic social and cooperative skills
4. Develop fundamental understanding of good nutrition and health

A Safe and Healthy Environment

1. Develop awareness of personal safety
2. Develop awareness of the five senses
3. Develop awareness of environmental health and good character
4. Develop knowledge and understanding of safety and rules
5. Develop basic listening skills and the ability to follow directions

The Arts

Music (Creating, Performing, Responding, Connecting)

1. Students will discriminate between long and short sounds, high and low pitch, steady beat and melodic rhythm, and solo and group performance
2. Students will be able to recognize AB form
3. Students will perform movement and dance in response to music
4. Students will read and perform simple rhythms, including quarter notes, eighth notes, and quarter rests
5. Students will develop a repertoire of age appropriate and seasonal songs

Visual/Media Arts (Creating, Presenting/Producing, Responding, Connecting)

1. Students will create artwork using materials and tools in a safe and responsible manner
2. Students will know shapes, color patterns and other concepts such as patterning, shading, textures and line design
3. Students will develop their understanding of art concepts by applying introduced skills and following directions
4. Students will analyze the work of contemporary and historic artists

Library

Information Literacy

1. Student accesses information efficiently and effectively
2. Student appreciates the library as a resource for learning materials
3. Student uses information accurately and creatively

Independent Learning

1. Student pursues information related to personal interests
2. Student understands the different locations in the library
3. Student appreciates literature and other creative expressions of information
4. Student can select age- and grade-appropriate books for reading