

Dear Parents,

Following is a brief overview of what you may expect **first grade** students to experience as a core curriculum. This pamphlet lists desired student outcomes for the end of first grade.

## READING STANDARDS

### *Concepts About Print:*

- Match oral words to printed words
- Identify the title and author of a reading selection
- Identify letters, words and sentences

### *Phonemic Awareness:*

- Distinguish initial, medial, and final sounds in single-syllable words
- Distinguish long and short vowel sounds in orally stated single-syllable words (bit/bite)
- Create and state a series of rhyming words, including consonant blends
- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an)
- Blend one to four sound words stated orally into one, including consonant blends and digraphs (/c/a/t/ = cat; /fl/a/t/ = flat)
- Segment words of two to five sounds into their individual sounds, including consonant blends (cat = /c/a/t/; splat = /spl/a/t/)
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), and combine those sounds into recognizable words
- Read common, irregular sight words (the, have, said, come, give, of)
- Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words
- Read compound words and contractions
- Read inflectional forms (-s, -ed, -ing) and root words (look, looked, looking)
- Read common word families (-ite, -ill, -ate)
- Read aloud with fluency in a manner that sounds like natural speech

### *Vocabulary and Concept Development:*

- Classify grade-appropriate categories of words (collections like animals and foods)

### *Comprehension & Analysis of Grade Level Appropriate Text:*

- Respond to who, what, where, when, and how questions
- Follow simple written instructions
- Use context to resolve ambiguities about word and sentence meanings
- Confirm predictions about what will happen next in text by “reading the part that tells”
- Relate prior knowledge to textual information
- Retell the central ideas of simple expository or narrative passages

- Note comprehension breakdown and use needed strategies to re-establish it

### *Narrative Analysis of Grade Level Appropriate Text:*

- Identify and describe the story elements of plot, setting, and characters, including the beginnings, middles and endings of stories
- Describe the role and contribution of authors and illustrators to print materials
- Recollect, talk, and write about books read during the year

## WRITING STANDARDS

- Select a focus when writing
- Use descriptive words when writing
- Print legibly and space letters, words and sentences appropriately
- Write brief narrative describing an experience
- Write brief descriptions of a real object, person, place, or event using sensory details

## LISTENING & SPEAKING STANDARDS

- Listen attentively by orienting self to speaker
- Ask questions to clear up confusion about a topic
- Give, restate and follow simple two-step directions
- Select a focus when speaking
- Use descriptive words when speaking about people, places, things, and events
- Recite poems, rhymes, songs, and stories
- Retell stories using basic story grammar, sequencing story events by answering who what, where, when, how and why questions
- Relate an important event in life using simple sequencing
- Provide descriptions with careful attention to sensory detail

## ORAL AND WRITTEN ENGLISH LANGUAGE STANDARDS

- Write and speak in complete coherent sentences
- Identify and correctly use singular and plural nouns
- Identify and correctly use contractions (isn't, aren't, can't, won't) and singular possessives ('s, my/mine, his/her, hers, yours) in writing and speaking
- Distinguish between declarative, exclamatory, and interrogative sentences and correctly use period, exclamation mark or question mark at the end of sentences
- Use knowledge of basic punctuation and capitalization when reading
- Correctly capitalize first word of sentence, names of people, and the pronoun “I”
- Spell three and four letter short vowel words and phonetically spell other sight words correctly

## MATHEMATICS STANDARDS

*Students understand and use numbers up to 100*

- Count, read, count, and write whole numbers to 100
- Compare and order whole numbers to 100 using the symbols for less than, equal to, greater than (<, =, >)
- Represent equivalent forms of the same number (to 20) through the use of physical models, diagrams and number expressions (add and subtract)
- Count and group objects into ones and tens
- Identify and know the value of coins and show different combinations of coins that equal the same value

*Students demonstrate the meaning of addition and subtraction and use these operations to solve problems*

- Know and commit to memory the addition facts (sums to 20) and corresponding subtraction facts
- Use the inverse relationship between addition and subtraction to solve problems
- Identify one more than, one less than, ten less than given numbers
- Count by 2s, 5s, 10s with numbers to 100
- Show the meaning of addition and subtraction
- Solve addition and subtraction with one- and two-digit numbers
- Find the sum of three one-digit numbers

*Students use estimation strategies in computation and problem solving that involve numbers that use ones, tens, and hundreds*

- Make reasonable estimates when comparing larger or smaller numbers.

*Students use number sentences to solve problems*

- Write and solve number sentences from problem situations that express relationships involving addition and subtraction
- Understand the meaning of the symbols +, -, =
- Create problem situations that could lead to given number sentences involving addition and subtraction

*Students use direct comparison and non-standard units to describe the measurement of objects*

- Compare the length, weight and volume of two or more objects using direct comparison or a non-standard unit
- Tell time to the nearest half hour and compare time related events

*Students identify common geometric figures, classify them by common attributes and describe their relative position or their location in space*

- Identify, describe and compare triangles, rectangles, squares and circles, including faces of three-dimensional objects
- Classify familiar plane and solid objects by common attributes like color, position, shape, size, roundness, or number of corners and explain which attributes are being used for classification
- Give and follow directions about location
- Describe and arrange objects in space in terms of proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left/right)

*Students organize, represent and compare categorical data on simple graphs and charts*

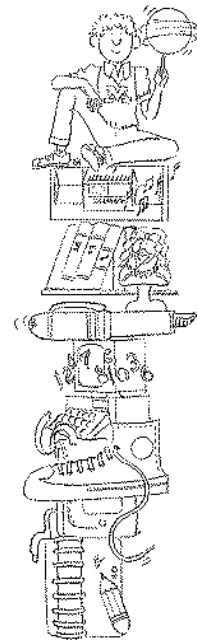
- Sort objects and data by common attributes and describe the groups formed using categorical labels
- Represent and compare data (e.g. largest, smallest, most often, least often) using pictures, bar graphs, tally charts and picture graphs

*Students sort objects and create and describe patterns involving numbers, shape, size, rhythm, or color*

- Describe, extend, explain how to get to the next element in simple repeating patterns

*Students solve problems and justify their reasoning*

- Decide about the approach, materials and strategies to use
- Use tools such as manipulatives or sketches to model problems
- Explain the reasoning used and justify the procedures selected
- Note connections between one problem and another



## SCIENCE STANDARDS

Asking meaningful questions and conducting careful investigations is the basis for scientific progress. Students will demonstrate an understanding of the following concepts:

Physical Sciences

- Materials come in different forms (states) including solids, liquids, and gases.

Life Sciences

- Plants meet their needs in different ways.

Earth Sciences

- Earth is made of materials that have distinct properties and provide resources for human activities.

## HISTORY/SOCIAL STUDIES STANDARDS

*Students describe the rights and individual responsibilities of citizenship, in terms of:*

1. the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community
2. 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"

*Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by:*

1. using maps and globes to locate their local community, the State of California, the United States, the seven continents, and the four oceans
2. comparing the information from a three-dimensional model to a picture of the same location
3. constructing a simple map, using cardinal directions and map symbols
4. describing how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, and recreation

*Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time, in terms of:*

1. the Pledge of Allegiance, and the songs that express American ideals (e.g., My Country 'Tis of Thee)
2. national holidays and the heroism and achievements of the people associated with them
3. American symbols, landmarks and essential documents such as the flag, the bald eagle, the Statute of Liberty, the U.S. Constitution, and the Declaration of Independence; explain the people and events associated with them

*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 and others stay the same, in terms of:*

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

*Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents, in terms of:*

1. 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. the difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture
3. comparisons of the beliefs, customs, ceremonies, traditions and social practices of the varied cultures drawing from folklore

*Students understand basic economic concepts and the role of individual choice in a free-market economy, in terms of:*

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

## THE ARTS STANDARDS

- Explore design elements (shape, line, value, color, texture and form) with emphasis on contrast (differences)
- Create two-dimensional and three-dimensional art using a variety of media such as paint printmaking, ceramics, found objects and fiber
- Identify and describe art genres such as landscape, portrait, seascape and still life; identify types of art such as photography, jewelry, textiles and sculpture
- Talk about how different people throughout time have responded to everyday life through art, theatre, dance, and music
- Execute movements such as balancing, stretching, leaping and skipping; explore making shapes, such as lines angles and curves, with their bodies
- Explore moving through space (high, medium, low, off the ground, or collapsed) in pathways such as zigzags, circles or straight lines; express pitch (high/low), tempo (fast/slow), and dynamics (loud/soft)
- Improvise or choreograph a simple sequence of movements to imitate machines, animals or people at work and play
- Create original works of theatre such as improvisations and dramatizations; perform works created by others
- Learn vocabulary and terminology related to the arts
- Identify or improvise rhythmic and melodic patterns
- Perform songs from various genres and cultures
- Apply appropriate criteria when evaluating their own work and the work of others
- Connect concepts about art, music, drama and dance to other subject areas and to lifelong learning

## PHYSICAL EDUCATION

- Students explain that the desire to learn (motivation) increases learning
- Students demonstrate the qualities of movement as they perform a variety of fundamental locomotor and nonlocomotor skills
- Students follow playground rules when using playground equipment and playing games during recess and lunch

- Students appreciate their personal body image when participating in movement activities
- Students explain the physical changes occurring with their bodies in terms of height and weight and the impact on movement performance
- Students analyze movement performance using dynamic stability to learn or improve movement
- Students explain the relationship of exercise and nutrition to physical activity and energy
- Students participate in pretesting, post testing and a variety of fitness development exercises
- Students demonstrate understanding of safety for self and others
- Students realize consistent patterns of expected behaviors and time intervals on the playground
- Students describe what they do when they go outside for physical education



## HEALTH STANDARDS

- Understand ways in which one can enhance and maintain physical and emotional health and well-being
- Understand behaviors that prevent disease and speed recovery from illness
- Understand behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to situations that help to protect one's health
- Know how to play a positively, active role in promoting the emotional health of their families
- Know how to promote positive health practices within the school and community, including positive relationships with peers
- Begin to understand the variety of physical, mental, emotional, and social changes that occur throughout life
- Begin to understand and appreciate individual differences in growth and development
- Begin to identify products, services, and information that may be helpful or harmful to their health

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## FIRST GRADE CURRICULUM BROCHURE

### WHAT CAN YOU DO TO HELP?

1. Provide a positive home atmosphere and attitude toward learning and encourage your child to do his/her best work.
2. Be knowledgeable about and participate actively in the many opportunities which seek parental involvement.
3. Establish a time and place where homework can be completed and reviewed.
4. Talk with your child about shared experiences.
5. Read aloud to your child and listen to your child read to you.
6. Show your child the importance and use of reading and writing in daily life.
7. Monitor your child's television viewing and watch programs with your child whenever possible.

### **BOARD OF EDUCATION**

Amy Funt  
Howard Given  
Dan Hightower  
Ernie Lostrom  
Annette Yee Steck

### **SUPERINTENDENT**

Marvin Biasotti