

# LANGUAGE ARTS CONTENT STANDARDS FOR GRADE ONE

## **Reading**

### **1. Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

### **2. Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

### **3. Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

## **Writing**

### **1. Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### **2. Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1. Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

## **Listening and Speaking**

### **1. Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

### **2. Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

# MATHEMATIC CONTENT STANDARDS FOR GRADE ONE

## **Number Sense**

- Standard 1: Students understand and use numbers up to 100.
- Standard 2: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.
- Standard 3: Students use estimation strategies in computation and problem solving that involve numbers that use ones, tens, and hundreds places.

## **Algebra and Functions**

- Standard 1: Students use number sentences to solve problems.

## **Measurement and Geometry**

- Standard 1: Students use direct comparison and non-standard units to describe the measurement of objects.
- Standard 2: Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

## **Statistics, Data Analysis, and Probability**

- Standard 1: Students will organize, represent, and compare categorical data on simple graphs and charts.
- Standard 2: Students sort objects and create and describe patterns involving numbers, shape, size, rhythm, or color.

## **Mathematical Reasoning**

- Standard 1: Students make decisions about how to set up a problem.
- Standard 2: Students solve problems and justify their reasoning.
- Standard 3: Students note connections between one problem and another.

## **SCIENCE CONTENT STANDARDS FOR GRADE ONE**

### **Physical Sciences**

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

### **Life Sciences**

2. Plants and animals meet their needs in different ways.

### **Earth Sciences**

3. Weather can be observed, measured, and described..

### **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.

## **SOCIAL STUDIES CONTENT STANDARDS FOR GRADE ONE**

### **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. The classroom serves as a microcosm of 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. Students describe the rights and individual responsibilities of citizenship.
2. Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
3. Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
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.
5. Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
6. Students understand basic economic concepts and the role of individual choice in a free-market economy.