

ESSENTIAL STANDARDS (continued)

HISTORY-SOCIAL SCIENCE

- Students in first grade learn about the world they live in and about their responsibilities to other people. They describe the rights and individual responsibilities of citizenship. They compare and contrast the locations of people and places and describe the physical and human characteristics of places. They know and understand the symbols, icons, and traditions of the United States. They compare and contrast everyday life in different times and places around the world and recognize some aspects change over time while others stay the same. They understand basic economic concepts and the role of individual choice in a free-market economy.

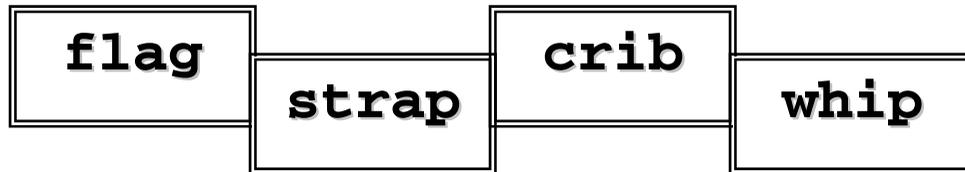
SCIENCE

- **Physical Sciences**
Students identify the general properties of solids, liquids, and gases.
- **Life Sciences**
Students know that plants and animals meet their needs in different ways.
- **Earth Sciences**
Students observe, measure, and describe different types of weather. In addition, students identify the characteristics of objects and learn to record observations and data through pictures, numbers or written language.

SUGGESTED HOME LEARNING ACTIVITIES

ENGLISH-LANGUAGE ARTS

1. Read to your child and have your child read to you daily.
2. Expect your child to write and speak in complete, coherent sentences.
3. Practice memorizing sight words using Flash Cards.



MATHEMATICS

1. Use Flash Cards to practice the + and – math facts to 20.
2. Count and read numbers to 100 by 1's, 2's, 5's, and 10's.
3. Practice counting real money using different combinations of coins.
4. Practice telling time to the hour and half hour.



GRADE 1



Parent Guide to Academic Content Standards and Report Card

Dear Parents/Guardians:

Well-communicated standards provide you with the information to have a better understanding of what your child is expected to learn in the core subject areas in this grade level. This guide provides additional information about the essential standards for English-Language Arts, Math, History-Social Science, and Science on the Standards-Aligned Report Card. In an effort to share the most information about your child's performance, an explanation and/or a description for the grades on the report card are also given.

ACHIEVEMENT GRADES FOR CONTENT AREAS

The trimester grades for English-Language Arts: Reading; English-Language Arts: Writing; and Mathematics encompass student progress on all subheadings listed under the main standards. Please note that the trimester grades do not represent a mathematical average of the subheading marks. The grades provide more of an evaluation of the student's overall progress towards the expected end of year grade level standards.

PROGRESS TOWARDS END OF YEAR GRADE LEVEL STANDARDS

The State of California expects students at this grade level to have mastered the identified standards by the end of the school year (exit level standards). Students have the entire school year to master the grade level standards. The numerical marks for each trimester indicate your child's progress towards mastery of these exit level standards.

A "3" is considered appropriate progress at the end of the first and second trimesters; however, a "3" at the end of the school year (third trimester) indicates that the standard has not been met, because the student is only approaching grade level in that standard. A student that is receiving a "2" or "1" in the standards is below grade level and requires intervention and assistance. A plan should be developed and discussed with the teacher.

PROGRESS MARKS

5 = Advanced – exceeds grade level standards

The student completes excellent work for this grade level. The student consistently meets and often exceeds the expected end-year standard. With relative ease, the student grasps, applies, and extends key concepts, processes, and skills above the grade level.

4 = Proficient – meets grade level standards

The student completes work with a suitable/appropriate quality befitting this grade level. The student regularly meets the expected end-year standard. S/He regularly grasps and applies key concepts, processes, and skills at the grade level.

3 = Basic – approaching grade level standards

The student completes work which may demonstrate some understanding of the grade level tasks. The student is beginning to, and sometime does, meet the expected end-year standard. S/He is beginning to grasp and apply key concepts, processes, and skills for the grade level but still produces work that is not consistently at the grade level.

2 = Below grade level standards

The student completes work which demonstrates a minimal understanding of the grade level tasks. The student usually does not meet the expected end-year standard.

1 = Far below grade level standards

The student completes work which demonstrates little understanding of the grade level tasks. The student does not meet the expected end-year standard and is working below grade level.

NA = Not Assessed (at this time)

This standard has not yet been addressed during the reporting period and students will not be assessed for this grade level standard at this grading period.

X = Indicates difficulty

An “X” inside a small “floating” box indicates that the student is having difficulty with the listed standard. This could be a reason why the numeric progress mark is low.

INSTRUCTIONAL READING LEVEL

This reading level represents the student’s decoding as well as comprehension skill level on a reading scale. The descriptive part of the year (“Beg.” for Beginning, “Mid.” for Middle, and “End”) is written along with the grade level at which the student is reading. The benchmark for a student to be proficient is to be on grade level (reading at the “End” of the student’s grade level) at the end of the third trimester. If the student is reading considerably above grade level, the word “Above” will be written.

ESSENTIAL STANDARDS

GRADE 1

ENGLISH-LANGUAGE ARTS

➤ **Reading**

Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They identify the title and author of a reading selection and identify letters, words, and sentences. They understand the relationship between speech and print, such as rhyming, segmenting, and blending words. They develop the ability to decode words independently and read words automatically. They also learn specific vocabulary and begin to use the context and surrounding text to understand the meaning of unknown words.

Reading Comprehension: Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies, including generating and responding to essential questions, making predictions, retelling the central ideas of a passage, and comparing information from several sources.

Literary Response and Analysis: Students read and respond to a wide variety of significant works of children’s literature. They identify and describe the elements of plot, setting and characters in the story, as well as the story’s beginning, middle, and end. They describe the roles of authors and illustrators and their contributions to print materials. They also recollect, talk and write about books read during the school year.

➤ **Writing**

Writing Strategies and Applications: Students write clear and coherent sentences and paragraphs that develop a central idea. They progress through the stages of the writing process (i.e., prewriting, drafting, revising, editing). They write compositions that describe and explain familiar objects, events, and experiences.

Written Language Conventions: Students write with a command of standard English conventions appropriate to this grade level. They identify and correctly use singular and plural nouns and the use of contractions. Students use the basic knowledge of punctuation and capitalization when writing. They spell grade-level appropriate sight words correctly.

➤ **Listening and Speaking**

Students listen critically and respond appropriately to oral communication. They demonstrate a command of standard American English. They listen attentively and ask questions for clarification and understanding. They stay on topic and use descriptive words when speaking about people, places, things, and events. Students deliver brief recitations and oral presentations about familiar experiences or interests. They recite poems, rhymes, songs, and retell stories.

MATHEMATICS

➤ By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.