

# A Parent's Guide to Curriculum Standards

## Grade 1 2011



2310 Aldergrove Avenue, Escondido, CA 92029

### Grade Level Curriculum Standards

The Escondido Union School District is committed to providing all students the best education to enable them to reach their highest potential. To achieve this goal, the district has identified academic standards for each grade level, kindergarten through eighth grade. The grade level standards serve as the basis for instruction throughout the district.

### Focus Goals, 2011-2013

- I. Ensure multiple high quality teaching and learning opportunities for every student.
- II. Provide systemic student supports to promote high student expectations and achievement for all students.
- III. Through formal discussions with district stakeholders, explore how EUSD can increase employee support and accountability for student achievement.
- IV. Infuse innovation into teaching and learning. Emphasis will be on 21<sup>st</sup> century learning environments to include technology and project-based learning, resulting in greater student engagement.
- V. Ensure all students have equal access to a personalized, balanced, and challenging curriculum to meet individual students' academic, creative, social and physical needs.
- VI. Strengthen the district's fiscal resiliency to withstand current economic limitations.

### Parents Are Partners In Education

The Escondido Union School District recognizes that the foundation of a good education begins in the home. Research shows that when parents are involved in their children's education, students do better. There are many ways parents can become actively involved in the school. By being aware of what is being taught at each grade level, you will be able to support your child's education and help answer the question, "What should my child be learning in school?" Each section in this document contains suggestions on how parents can help.

## Language Arts - Reading

**Word Analysis, Fluency, and Systematic Vocabulary Development:** Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

### Concepts About Print:

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

### Phonemic Awareness:

- Distinguish initial, medial, and final sounds in single-syllable words, and long- and short-vowel sounds in orally stated single-syllable words
- Create and state a series of rhyming words, including consonant blends
- Add, delete, or change target sounds in order to change words
- Blend two to four phonemes into a recognizable word
- Segment single syllable words into their components

### Decoding and Word Recognition:

- Generate the sounds from all the letters and letter patterns, including consonant blends and long-and-short vowel patterns, and combine those sounds into recognizable words
- Read common, irregular sight words; use knowledge of vowel digraphs and r-controlled letter-sound associations to read words
- Read compound words and contractions, inflectional forms and root words, and common word families
- Read aloud with fluency in a manner that sounds like natural speech

### Vocabulary and Concept Development:

- Classify grade-appropriate categories of words

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

**Independent Reading:** In addition to their regular school reading, by grade 4, students read one-half million words annually, including a good representation of narrative and expository text appropriate for each grade.

### Structural Features of Informational Materials:

- Identify text which uses sequence and/or logical order

### Comprehension and Analysis of Grade-Level-Appropriate Text:

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

**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 text and the literary terms or elements.

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

- Identify and describe the story elements of plot, setting, and characters, including the story's beginning, middle, and ending
- Describe the role and contribution of authors and illustrators to print materials
- Recollect, talk, and write about books read during the school year

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## Writing

**Writing Strategies:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process.

### Organization and Focus:

- Select a focus when writing; use descriptive words when writing

### Penmanship:

- Print legibly, and space letters, words, and sentences appropriately

**Writing Applications:** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and the drafting, research, and organizational strategies.

- Write brief narratives describing an experience and brief expository descriptions of a real object, person, place, or event using sensory details



## Written and Oral English Language Conventions

*English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.*

**Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions that are appropriate to each grade level**

### Sentence Structure:

- Write and speak in complete, coherent sentences

### Grammar:

- Identify and correctly use singular and plural nouns
- Identify and correctly use contractions and singular possessive pronouns in writing and speaking

### Punctuation:

- Distinguish between declarative, exclamatory, and interrogative sentences
- Use period, exclamation point, or question mark at the end of sentences; and use knowledge of basic punctuation and capitalization when reading

### Capitalization:

- Correctly capitalize the first word of a sentence, names of people, and the pronoun “I”

### Spelling:

- Spell three- and four-letter short-vowel words and phonetically spell other sight words correctly

## Listening and Speaking

**Listening and Speaking Strategies: Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener’s understanding of key ideas, using appropriate phrasing, pitch, and modulation.**

### Comprehension:

- Listen attentively; ask questions for clarification and understanding; give, restate, and follow simple two-step directions

### Organization and Delivery of Oral Communication:

- Stay on topic when speaking; use descriptive words when speaking about people, places, things, and events

**Speaking Applications: 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 English and organization and delivery strategies.**

- Recite poems, rhymes, songs, and stories; retell stories using basic story grammar, sequencing story events by answering who, what, when, where, why, and how questions
- Relate an important life event or personal experience using simple sequencing; provide descriptions with careful attention to sensory detail

## POINTERS FOR PARENTS

### LANGUAGE ARTS

- ⇒ *Read daily with your child and talk about what you read.*
- ⇒ *Read and listen to different genres with your child (e.g., poems, fables, fairy tales, legends, folk tales, non-fiction).*



- ⇒ *Have your child compose their own stories and tell about them, illustrate, and write them.*
- ⇒ *Have your child practice using capital letters at the beginning of a sentence, for names of people, and for the pronoun “I”.*
- ⇒ *Discuss what, when, where, how, why and what if questions when reading with your child.*



## Math

**By the end of first grade, students understand and use the concept of “ones” and “tens” in the place value number system. They 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 problem situations.**

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### Number Sense

**Students understand and use numbers up to 100.**

- Count, read, and write whole numbers to 100 and recognize number words 0-100
- Compare and order whole numbers to 100 using the symbols for less than, equal to, or greater than ( $<$ ,  $=$ ,  $>$ )
- Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 can be represented as  $4+4$ ,  $5+3$ ,  $2+2+2+2$ ,  $10-2$ ,  $11-3$ )
- Count and group objects into ones and tens (e.g., 3 groups of ten and 4 more is 34 or  $30+4$ )
- Identify and know the value of coins and show different combinations of coins that equal the same value
- Identify one dozen and one pair
- Identify the ordinal positions first through tenth using concrete objects and pictures
- Count by using tallying
- Identify one half, one third, and one fourth using concrete materials or pictures and divide concrete objects sets to 12 into equal halves, thirds, and fourths

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

- Know the addition facts (sums to 20) and the corresponding subtraction facts, and rapid recall addition facts sums to 20, and

commit them to memory

- Use the inverse relationship between addition and subtraction to solve problems (fact families)
- Identify one more than, one less than, ten more than, ten less than a given number
- Count by 2s, 5s, and 10s with numbers to 100 and identify sequences, fill in missing numbers and extend sequences (numbers up to 100)
- Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference)
- Solve addition and subtraction problems with one- and two-digit numbers (e.g.,  $5 + 58 = \underline{\quad}$ )
- Find the sum of three one-digit numbers
- Add and subtract two-digit numbers without regrouping
- Solve simple addition and subtraction equations (to 20) with a blank in any position, such as  $2 + 5 = \underline{\quad}$ ,  $7 - \underline{\quad} = 5$ ,  $\underline{\quad} - 2 = 5$

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

- Make reasonable estimates when comparing larger or smaller numbers
- Locate points on a number line

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### Algebra and Functions

**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

### Mathematical Reasoning

**Students make decisions about how to set up a problem.**

- Decide about the approach, materials, and strategies to use
- Use tools such as manipulatives or sketches to model problems

**Students solve problems and justify their reasoning.**

- Explain the reasoning used, and justify the procedures selected
- Make precise calculations and check the validity of the results from the context of the problem

**Students note connections between one problem and another.**

## Measurement and Geometry

### Students use direct comparison and non-standard units to describe the measurements 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 to events (e.g., before/after, shorter/longer) using both analog and digital clocks
- Estimate and measure length in inches and weight in pounds
- Measure and draw line segments in inches and centimeters
- Estimate and measure volume in cups and identify a cup, a quart, and a gallon
- Associate temperature in degrees Fahrenheit with weather
- Know the days of the week and the months of the year, both in order and out of sequence; use information on a calendar (i.e., what is two days from today)
- Orient events in time: today using yesterday and tomorrow, morning and afternoon, this morning and yesterday morning, etc.

### Students identify and create common geometric figures, classify them by common attributes and describe their relative position and/or their location in space.

- Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects
- Classify familiar plane and solid objects by common attributes like color, position, shape, size, roundness, 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)

## Statistics, Data Analysis, and Probability

### 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
- Identify the common property of the elements of a set (including function), select matching additions to the set, and identify the item that does not belong in a set

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

- Describe, extend, and explain how to get to the next element in simple repeating patterns
- Find and correct errors in patterns

## POINTERS FOR PARENTS

### MATH

- ⇒ *Play card games with your child that use math. Play such games as Gin Rummy, Go Fish, War, etc. Encourage your child to play board games that require adding numbers, counting forwards and backwards, etc. Battleship is an excellent game to teach coordinate pairs.*
- ⇒ *Play card games, dominoes, puzzles or other strategy games for fun. Have your child keep score.*
- ⇒ *Play with money and discover how many cents are in a handful of coins. Practice sorting from the largest coin to the smallest and counting sets of coins, combining the sets of coins to count how much money you are holding. Practice buying items for a small amount and exchange the amount and provide change if needed. Write the amounts using the \$ and ¢ signs. Show your child that different combinations of coins can equal the same amount of money.*
- ⇒ *Use pennies and dimes to learn about place value. Stack sugar cubes into groups of tens and ones to reinforce this skill. Play Count Dino's Number Marathon to help learn the concept of place value.*
- ⇒ *Have your child help keep a schedule of events listed on a monthly calendar and ask questions about the events, how many days is it until... how many days ago did we... etc. Discuss the concepts of the calendar, days of the week, weeks in the year, days in the year, etc.*

## History/Social Science

### 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, 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.

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

- 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
- 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:

- Using maps and globes to locate their local community, the State of California, the United States, the seven continents, and the four oceans



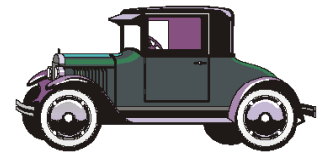
- Comparing the information from a three-dimensional model to a picture of the same location
- Constructing a simple map, using cardinal directions and map symbols
- Describing how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, 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:

- The Pledge of Allegiance, and the songs that express American ideals (e.g., *My Country 'Tis of Thee*)
- National holidays and the heroism and achievements of the people associated with them
- American symbols, landmarks, and essential documents such as the flag, the bald eagle, the Statue 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:

- The structure of schools and communities in the past
- Transportation methods of earlier days
- 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:

- 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
- The difficulties, successes, and ways in which American Indian, and immigrant populations have helped define Californian and American culture
- 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:

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

## Science

### Physical Sciences

**Materials come in different forms (states) including solids, liquids, and gases. As a basis for understanding this concept, students know:**

- Solids, liquids, and gases have different properties
- The properties of substances can change when the substances are mixed, cooled, or heated

### Life Sciences

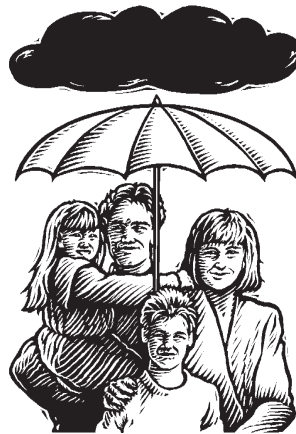
**Plants and animals meet their needs in different ways. As a basis for understanding this concept, students know:**

- Different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places
- Plants and animals both need water; animals need food, and plants need light
- Animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting
- How to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants)
- Roots are associated with the intake of water and soil nutrients, green leaves with making food from sunlight

### Earth Sciences

**Weather can be observed, measured, and described. As a basis for understanding this concept, students know:**

- How to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and over the seasons
- The weather changes from day to day, but trends in temperature or of rain (or snow) tend to be predictable during a season
- The sun warms the land, air, and water



### Investigation and Experimentation

**Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content the other three strands, students should develop their own questions and perform investigations. Students will:**

- Draw pictures that portray some features of the thing being described
- Record observations and data with pictures, numbers, and/or written statements
- Record observations on a bar graph
- Describe the relative position of objects using two references (e.g., above and next to, below and left of)
- Make new observations when discrepancies exist between two descriptions of the same object or phenomena.

## POINTERS FOR PARENTS

### HISTORY/SOCIAL SCIENCE

- ⇒ Review map skills with your child (e.g., continents, compass, keys, symbols, and terms and directions, north, south, east, and west, oceans, locations of United States, Mexico, Canada, North America, North and South poles, equator). Play Seek and Find.
- ⇒ Read picture books with your child about the American Revolution: *The Boston Tea Party*, *Ben Franklin*, *Martha Washington*, *the signing of the Declaration of Independence*.
- ⇒ Have your child draw pictures of the symbols of our famous country and state (e.g., Bald Eagle, Liberty Bell, Statue of Liberty).
- ⇒ Have your child make a simple map of his/her room and your home. Make a map from your school to your home.
- ⇒ With your child review that the president lives in Washington, D.C. in the White House, who famous people are in American History (e.g., Thomas Jefferson, George Washington, Abraham Lincoln). Find pictures of these places and people.

## SCIENCE

- ⇒ Practice sorting things with your child according to their physical characteristics (e.g., color, shape, size, texture).
- ⇒ When looking at things use a magnifying lens, measuring tape, ruler, etc., to look at and measure objects with your child.
- ⇒ Have your child analyze what he finds when exploring with plants and animals using charts, pictures, and simple written explanations. Use your child's previous experiences and background knowledge to help him draw conclusions and explain his reasoning.
- ⇒ Include your child in designing a garden and explain that different plants and animals live in different areas because of weather conditions.
- ⇒ Practice sorting animals according to what type of animals they are, (carnivores-eat meat, herbivores-eat grains, grass, plants, vegetables, etc., omnivores-eat all kinds of food, extinct).

## Mission Statement

The Escondido Union School District, in partnership with our community, commits to providing quality learning experiences for all students in a supportive environment, enabling them to be lifelong learners, productive members of the community, and positive contributors.



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