



# Bonita Unified School District

## 1<sup>st</sup> Grade English Language Arts Standards

### Reading

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students will 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.

##### **Phonemic Awareness**

- 1.4 Students will distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Students will distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- 1.8 Students will blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/).
- 1.9 Students will segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/c/h/ = rich).

##### **Decoding and Word Recognition**

- 1.10 Students will generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- 1.11 Students will read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- 1.14 Students will read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., *look, looked, looking*).
- 1.15 Students will read common word families (e.g., -ite, -ate).
- 1.16 Students will read aloud with fluency in a manner that sounds like natural speech.

#### **2.0 Reading Comprehension**

Students will 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). The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students. 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.

##### **Structural Features of Informational Materials**

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

- 2.2 Students will *Must*: Respond to *who, what, when, and where* questions.
- 2.4 Students will use context to resolve ambiguities about word and sentence meanings.
- 2.7 Students will retell the central ideas of simple expository or narrative passages.

#### **3.0 Literary Response and Analysis**

Students will 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). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

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

- 3.1 Students will identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- 3.2 Students will describe the roles of authors and illustrators and their contributions to print materials.
- 3.3 Students will recollect, talk, and write about books read during the school year.

### Writing

#### **2.0 Writing Applications (Genres and Their Characteristics)**

Students will 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 Standards 1.0.

- 2.1 Students will write brief narratives (e.g., fictional, autobiographical) describing an experience.
- 2.2 Students will write brief expository descriptions of a real object, person, place, or event, using sensory details.

##### **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.

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

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

##### **Sentence Structure**

- 1.1 Students will write and speak in complete, coherent sentences.

##### **Grammar**

- 1.2 Students will identify and correctly use singular and plural nouns.
- 1.5 Students will use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Students will use knowledge of the basic rules of punctuation and capitalization when writing.

### **Capitalization**

- 1.7 Students will capitalize the first word of a sentence, names of people, and the pronoun *I*.

### **Spelling**

- 1.8 Students will spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

### **Listening and Speaking**

#### **1.0 Listening and Speaking Strategies**

Students will 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.

#### **Comprehension**

- 1.1 Students will listen attentively.
- 1.2 Students will ask questions for clarification and understanding.
- 1.3 Give, restate, and follow simple two-step directions.

#### **Organization and Delivery of Oral Communication**

- 1.4 Stay on the topic when speaking.

#### **2.0 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 1.0

- 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why, and how* questions.
- 2.3 Relate an important life event or personal experience in a simple sequence.
- 2.4 Provide descriptions with careful attention to sensory detail.

## **1<sup>st</sup> Grade Math Standards**

### **Number Sense**

#### **1.0 Students understand and use numbers up to 100:**

- 1.1 Students will count, read, and write whole numbers to 100.
- 1.2 Students will compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).
- 1.5 Students will identify and know the value of coins and show different combinations of coins that equal the same value.

#### **2.0 Students will demonstrate the meaning of addition and subtraction and use these operations to solve problems:**

- 2.1 Students will know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
- 2.2 Students will use the inverse relationship between addition and subtraction to solve problems.
- 2.3 Students will identify one more than, one less than, 10 more than, and 10 less than a given number.
- 2.4 Students will count by 2s, 5s, and 10s to 100.
- 2.5 Students will know the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).

### **Algebra and Functions**

#### **1.0 Students use number sentences with operational symbols and expressions to solve problems:**

- 1.1 Students will write and solve number sentences from problem situations that express relationships involving addition and subtraction.
- 1.2 Students will understand the meaning of the symbols +, -, =.

### **Measurement and Geometry**

#### **1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:**

- 1.1 Students will compare the length, weight and volume of two or more objects by using direct comparison or a nonstandard unit.
- 1.2 Students will tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

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

- 2.1 Students will identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.

- 2.2 Students will classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.
- 2.3 Students will give and follow directions about location.
- 2.4 Students will arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

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

#### **1.0 Students organize, represent, and compare data by category on simple graphs and charts:**

- 1.1 Students will sort objects and data by common attributes and describe the categories
- 1.2 Students will represent and compare data by (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

#### **2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:**

- 2.1 Students will describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

### **Mathematical Reasoning**

#### **1.0 Students make decisions about how to set up a problem:**

- 1.1 Students will determine the approach, materials, and strategies to be used.
- 1.2 Students will use tools, such as manipulatives or sketches, to model problems.

## **1<sup>st</sup> Grade History-Social Science Standards**

#### **1.0 Students describe the rights and individual responsibilities of citizenship.**

- 1.1 Students will understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
- 1.2 Students will understand 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".

#### **2.0 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.**

- 2.1 Students will locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
- 2.3 Students will construct a simple map, using cardinal directions and map symbols.

#### **3.0 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.**

- 3.1 Students will recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").
- 3.2 Students will understand the significance of our national holidays and the heroism and achievements of the people associated with them.
- 3.3 Students will identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

#### **4.0 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.**

- 4.3 Students will recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories and folklore.

#### **5.0 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.**

- 5.1 Students will recognize 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.

#### **6.0 Students understand basic economic concepts and the role of individual choice in a free-market economy.**

- 6.1 Students will understand the concept of exchange and the use of money to purchase goods and services.
- 6.2 Students will identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

# 1<sup>st</sup> Grade Science Standards

## Physical Sciences

- 1.0 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.
  - Students know the properties of substances can change when the substances are mixed, cooled, or heated.

## Life Sciences

- 2.0 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.
  - Students know both plants and animals need water, animals need food, and plants need light.
  - Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
  - Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
  - Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

## Earth Sciences

- 3.0 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 across the seasons.

## Investigation and Experimentation

- 4.0 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. Students will:**
- Students will draw pictures that portray some features of the thing being described.
  - Students will record observations and data with pictures, numbers, or written statements.