



CITYWIDE LEARNING STANDARDS
GRADE LEVEL SUMMARY:
English Language Arts, History & Social Studies,
Mathematics, Science & Technology

September, 2006

Grade 1

BPS CITYWIDE LEARNING STANDARDS: GRADE 1

INTRODUCTION



Goals

The Boston Public Schools Citywide Learning Standards are designed to produce *independent learners* who are encouraged to:

- Think, question, and communicate
- Gain and apply knowledge
- Work and contribute in meaningful, purposeful ways.

Students *think, question, and communicate* to make sense or meaning of their world and experiences.

Thinking includes being able to internalize new ideas and connect them to familiar concepts and prior knowledge.

Questioning includes the framing of thoughtful questions, and the pursuit of these questions until the student fully understands.

Communicating means putting learning into the language of speech or writing, and requires reflection in such forms as examination, clarification, analysis, and synthesis.

Students *gain and apply knowledge* to pursue ideas and experiences, and apply this new knowledge in real life contexts. This pursuit is interactive by nature. The more collaborative and experiential it is, the more powerful the learning.

Students' *work needs to be meaningful and purposeful*. The process and products of student work need to be valued contributions to the school and community, and the student. Embedded in powerful learning experiences are notions of persistence, self-discipline, hard work, effort, and pride in producing quality work.

Teaching and Learning in the Boston Public Schools

Learning is an active, constructive, creative, and often collaborative process that involves a variety of distinct cognitive strategies. Skillful learners use these strategies, largely unconsciously, to access content through text or other media, to make meaning of the content, to make connections with and apply the content in thoughtful and meaningful ways, and to retain the content for later use. In learning these strategies and coming to own them, students learn *how* to learn in addition to acquiring important knowledge. These strategies include the following:

Students will...

- Set goals or purposes for their learning.
- Make personal connections between the content and other knowledge, experiences, text, or media.
- Ask questions as they read, listen, or view.
- Clarify the meaning of words or content they don't understand.
- Listen or watch for important elements, themes, or issues.
- Create sensory images.
- Make predictions, inferences and judgments.
- Get "in the shoes" of characters or participants.
- Create ongoing summaries or syntheses.

- Build on their understandings by sharing and discussing them with others.
- Assess their learning and make mid-course corrections.

Because we know this is how people learn, the system supports the *workshop* approach to teaching and learning. The workshop approach helps teachers organize their classrooms and instructional time to teach effective reading, writing, and learning strategies and to help students put them into practice. The most important goal of this approach is the development of *independent learners* who are equipped with the skills and knowledge they will need for a lifetime of learning.

The workshop approach derives from the insight that people learn best by doing and that teachers often need to provide students with more time to read, write, and use effective learning strategies to explore and understand the content they are studying. The approach also derives from the insight that students need to share in the ownership of the curriculum to increase their investment, engagement, and motivation. Students need to participate in the selection of “just right” books for independent and small group reading and writing activities, and they need to explore, read, and write about topics and ideas of importance to them (as well as the curriculum).

The workshop approach uses a mixture of whole-class, small group, partner, and one-on-one instruction that centers on conversations about content, strategies, and work routines. Each of these varied approaches to teaching and learning is essential to students’ development as independent readers, writers, and learners.

The Habits of Mind and Work

The following habits enable effective learning and are essential to students' success in school. Developing these habits in students is the responsibility of every teacher, administrator, and other adult involved in the lives of our children.

- ***Curiosity and Critical Thinking:*** Students listen attentively, observe carefully, and ask thoughtful questions until they understand; they look for good evidence.
- ***Respect for Diversity:*** Students recognize and value racial, ethnic, cultural, age, gender, and individual commonalities and differences; they respect other people's points of view.
- ***Consideration and Compassion:*** Students treat themselves and others with care and respect; they build trusting relationships; they help, care for, and share with one another.
- ***Collaboration:*** Students work well with others, give and accept constructive criticism, try to be fair, and try to solve problems in a reasonable, peaceful manner.
- ***Self-Direction:*** Students check their own work, invite the critical response of others, and make appropriate adjustments.
- ***Perseverance:*** Students work hard until the job is done right, and are patient when the answers do not come quickly.
- ***Initiative:*** Students try new things, take reasonable risks, and reflect on their successes and mistakes.
- ***Courage:*** Students stand up for their rights and the rights of others in a positive manner that shows self-respect and respect for others; they resist harmful pressure.
- ***Responsibility:*** Students demonstrate personal responsibility and pursue important goals for themselves and their schools.

ENGLISH LANGUAGE ARTS: GRADE 1



Oral Presentation and Discussion

Students will be able to:

- Follow agreed upon rules for group discussion: raise one's hand, wait one's turn and speak one at a time
- Follow rules for conversation
- Give and follow two-step directions
- Use appropriate voice level in small group settings
- Be able to express ideas orally in complete sentences
- Retell stories and events in sequence
- Contribute knowledge to class discussions in brainstorming for a project
- Give oral presentations about personal experiences or interests using eye contact and enunciation
- Stay on topic in a presentation
- Listen to a variety of literary forms: poems, songs and stories and audio tapes

Language

Students will be able to:

- Identify and sort common words into categories (*opposites, color words, shapes*)
- Describe common objects and events in general and specific language
- Identify base words (*look*), simple words with multiple meanings (*saw/saw*), common antonyms and synonyms
- Use knowledge of simple words to predict the meaning of compound words
- Use a beginning dictionary to find the meaning of unknown words
- Use language to express spatial concepts: up, down, in, out
- Identify formal and informal language in stories and poems
- Understand and use fundamental skills: sentence structure, punctuation, capitalization, grammar, and spelling for grade one, as defined in the BPS Course Guides.

Reading and Literature

Students will be able to:

- Read aloud with fluency and comprehension at grade level
- Demonstrate a knowledge of the form and functions of written English: concepts about print, letter knowledge, early book handling
- Isolate phonemes and manipulate them (ex. counting phonemes, adding or deleting phonemes, blending sounds to make word parts and words)
- Create rhyming words orally
- Apply knowledge of how print is organized (ex. read from left to right, match spoken words to print, identify letters, words and sentences)
- Recognize common sight words
- Use phonics to decode written English, decoding one and multi-syllable words and nonsense words
- Read many irregularly spelled words

- Use known words and word families, to solve unknown words
- Use prior knowledge, pictures and text features to make predictions and then to confirm and discount the predictions when reading both literary and expository texts
- Retell a main event from a story
- Retell beginning, middle and end from a story
- Ask questions about story elements
- Retell important facts from a story heard or read
- Identify similarities in works by the same author
- Identify differences in the same work by different illustrators
- Identify genre: fiction, nonfiction, poetry, drama and informational text
- Relate themes in fiction to personal experience
- Identify beat, rhythm and rhyme in poetry
- Identify words appealing to the five senses in literature
- Identify characteristics of traditional literature
- Rehearse and perform drama

Writing

Students will be able to:

- Print upper and lower case letters
- Use standard English
- Write stories that have a beginning, middle and end
- Write short poems
- Write letters and short personal narrative
- Write a variety of genre when writing for different audiences
- Revise writing to make the thought clearer or more expressive
- Arrange events in a way that makes sense in writing
- Write simple research questions
- Generate questions and gather information for research in classroom

Media

Students will be able to:

- Identify techniques used in television to distinguish fact from fiction
- Create videos and audio presentations

Teachers should refer to the grade 1 English Language Arts Course Guide for ideas and activities related to the standards.



HISTORY & SOCIAL STUDIES: GRADE 1

True Stories and Folktales from America and from Around the World

In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. As students study concepts in geography, civics, economics, and history, they also learn about each other's families and about the achievements of different people in different times and places.

Grade 1 Concepts and Skills

Students will be able to.....

Apply concepts and skills learned in previous grades.

History and Geography

1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time (*now, in the past, in the future*) and recognize the existence of changing historical periods (*other times, other places*). (H)
2. Place events in students' own lives in chronological order. (H)
3. Read dates on a calendar and associate them with days of the week. (H)
4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. (G)
5. Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community. (G)
6. Define and locate the North and South Poles and the equator. (G)
7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)

Civics and Government

8. Give examples that show the meaning of the following words: *politeness, achievement, courage, honesty, and reliability*. (C)

Economics

9. Give examples of products (goods) that people buy and use. (E)
10. Give examples of services that people do for each other. (E)
11. Give examples of the choices people have to make about the goods and services they buy (e.g. a new coat, a tie, or a pair of shoes) and why they have to make choices (e.g., because they have a limited amount of money). (E)

Grade 1 Learning Standards

Building on knowledge from previous years, students will be able to.....

United States Leaders, Symbols, Events, and Holidays

- 1.1 On a map of the United States, locate Washington, D.C., and identify it as the capital of the United States of America; locate Boston and identify it as the capital of Massachusetts. (G)
- 1.2 Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people. (H, C)
- 1.3 Identify and explain the meaning of American national symbols. (H, C)
 - a. the American flag

- b. the bald eagle
 - c. the White House
 - d. the Statue of Liberty
- 1.4 Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as *America the Beautiful*, *My Country, 'tis of Thee*, *God Bless America*, and *The Star Spangled Banner* and explain the general meaning of the lyrics. (H, C)
- 1.5 Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Patriots' Day, Memorial Day, Flag Day, and Independence Day. (H, C, G)
- 1.6 Give reasons for noting the days that mark the changes in seasons. (G)

Individuals, Families, and Communities Now and Long Ago

- 1.7 After reading or listening to folktales, legends, and stories from America (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g., Anansi, Issun Boshi, the Knee-High Man, Lon Po Po, and Medio Pollito), describe the main characters and their qualities. (H)
- 1.8 After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (e.g., Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriett Beecher Stowe, Clarence Thomas, Booker T. Washington, and the Wright Brothers) describe their qualities or distinctive traits. (H, C)
Teachers are free to choose whatever biographies they wish.
- 1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)

MATH: GRADE 1



Data Analysis, Statistics, and Probability:

Students will be able to...

- Formulate questions, use interviews, surveys, and observations to gather data about themselves and their surroundings
- Pose questions about themselves and their surroundings
- Make a plan for gathering and recording data
- Collect and keep track of data
- Explain and interpret results of surveys
- Students organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and interpret representations
- Sort and categorize data
- Invent and construct representations
- Compare two data sets
- Make sense of others representations
- Describe data quantitatively and qualitatively
- Students formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data

Geometry

Students will be able to...

- Describe, compare, classify, and represent 2-D and 3-D shapes
- Use mathematical vocabulary to name shapes and describe characteristics of shapes
- Are familiar with a variety of squares, rectangles and triangles
- Group shapes according to common characteristics
- Compare and describe objects by size, shape, and orientation
- Recognize shapes that have been rotated and reflected and describe those translations
- Use rotation and reflection to arrange shapes
- Predict the results of putting shapes together and taking them apart
- Notice relationships among shapes
- Visualize and represent shapes
- Fill a given region with shapes
- Construct 3-D shapes from 2-D shapes
- Put 3-D shapes together to make other shapes
- Create and use 2-D representations of 3-D shapes and objects
- Describe and compare paths between two locations
- Visualize, describe, and compare the path between two locations in space and on a grid
- Visualize and describe directions of turns
- Visualize and describe directions for how to move in space and on a path

Measurement:

Students will be able to...

- Identify parts of the day, days of the week, months of the year; identify dates using a calendar

- Work with calendar to become familiar with sequence of days, weeks, and months and the relationships among these periods of time
- Work with daily schedules to become familiar with order of familiar events over time
- Discuss posted daily schedule including both analog and digital representations and words such as, *before, after, during, at the end of*
- Compare the length, weight, area, and volume of two or more objects using direct comparison
- Understand what weight is
- Use language to describe and compare weight
- Compare the weight of different objects using a balance
- Understand what capacity is
- Use language to describe and compare capacities of two and more than two containers
- Compare and measure capacities
- Fill a given area with shapes
- Understand what length is; use language to describe and compare length
- Measure and compare length using direct comparison
- Measure with multiple copies of units of the same size
- Measure and compare common objects
- Measure and compare length using nonstandard units
- Order lengths
- Select and correctly use the appropriate measurement tools
- Make and use estimates of measurement including time, volume, weight, and area
- Estimate the number of units needed to fill a container
- Relate size and shape to capacity
- Describe measurements that can't be measured in whole, exact units

Number Sense and Operations:

Students will be able to...

- Read, write, and sequence numbers up to 100
- Associate number words with corresponding written numerals
- Compare whole numbers
- Find the greater of two quantities
- Understand more, less, and equal amounts
- Identify coin names, values, and equivalencies
- Become familiar with coin names, values, and equivalencies
- Visualize quantities grouped in 2's, 5's and 10's
- Demonstrate an understanding of various meanings of addition and subtraction
- Record problem-solving strategies using pictures, numbers, words, and equations
- Find more than one solution to a problem that has multiple solutions
- Visualize combining and separating situations
- Visualize story problems that involve combining with change unknown
- Create story problems to match addition and subtraction expressions
- Understand and use the inverse relationship between addition and subtraction
- Know addition combinations to 10 and use them to solve problems
- Know combinations of 10

Discussion, Presentation and Composition

Students will be able to...

- Use agreed upon rules to participate in large and small group discussions.
- Express ideas in an organized way.
- Explain their mathematical thinking in writing.
- Maintain a system for collecting, referring to, and sharing their work.

SCIENCE & TECHNOLOGY: GRADE 1



Topic: Organisms

Characteristics of Living Things

Students will be able to:

- Classify plants and animals according to the physical characteristics that they share
- Identify the structures in plants (leaves, roots, flowers, stem, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection

Evolution and Biodiversity

Students will be able to:

- Recognize that fossils provide us with information about living things that inhabited the earth years ago

Living Things and Their Environment

Students will be able to:

- Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste
- Recognize changes in appearance that animals and plants go through as the seasons change
- Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter)

Topic: Weather

Earth's Materials

Students will be able to:

- Understand that air is a mixture of gases that is all around us and that wind is moving air

Weather

Students will be able to:

- Describe the weather changes from day to day and over the seasons
- Identify the sun as a source of Light and Heat
- Recognize that the sun supplies heat and light to the earth and is necessary for life

Periodic Phenomena

Students will be able to:

- Identify some events around us that have repeating patterns, including the seasons of the year, day and night

Topic: Solids & Liquids

Observable Properties of Objects

Students will be able to:

- Sort objects by observable properties such as size, shape, color, weight, and texture

Topic: Engineering /Technology

Materials and Tools

Students will be able to:

- Understand that materials both natural and human –made have specific characteristics that determine how they will be used

Engineering Design

Students will be able to:

- Identify tools and simple machines used for specific purposes
- Describe how humans use parts of the body as tools and compare their use with ways in which animals use those parts of their bodies

Topic: Scientific Inquiry

Use of simple tools

Students will be able to:

- Use simple tools such as rulers, magnifiers, balances, etc to observe things more carefully

Experimentation

Students will be able to:

- Conduct simple science experiments and observe the outcome; inquiry may be teacher directed
- Observe and describe simple experiments using pictures, words, diagrams and graphs
- Tell others what they see, think and wonder about

Discussion & Presentation

Students will be able to...

- Use agreed upon rules to participate in large and small group discussions
- Give informal oral presentations
- Express an idea in an organized way, with some details
- Retell an observation with a beginning, middle and end, including some details
- Use listening skills to obtain information

Composition:

Students will be able to...

- Write frequently in response to readings, observations, and presentations
- Maintain a system for collecting, referring to, and sharing their thoughts, observations, writings, illustrations, and other work



PERFORMANCE STANDARDS: GRADE 1

All Subjects

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on the tests, products and assignments required by their teacher, including any grade-level assessments that may be developed and administered by each school.

Reading & Writing

1. Reading:

Citywide Assessments: Students are expected to meet minimum competency benchmarks on one of the following assessments.

- Developmental Reading Assessment (level 14)
- Fountas and Pinnell (level H)
- Gates-MacGinite (level 1.5)

Grade level proficiency benchmarks on each of these assessments are as follows:

- Developmental Reading Assessment (level 16)
- Fountas and Pinnell (level I)
- Gates-MacGinite (level 2.0)

Students enrolled in the *Transition Bilingual Program* are expected to meet the following minimum competency benchmarks in English:

- Stage 2: Level 6, Developmental Reading Assessment
- Stage 3: Level 10, Developmental Reading Assessment
- Stage 4: Level 14, Developmental Reading Assessment

English/Native Language Arts: Students are expected to read a minimum of 150 books each year, many of which may be short works children can read within a single class period. The books will be from multiple genres, including fiction and non-fiction. The books may be selected from the core literature list or from lists of books developed by teachers, in collaboration with their colleagues. The literature in these teacher-developed lists must meet the following criteria. The literature must be rigorous, explore diverse and relevant themes, represent a variety of perspectives (race, ethnicity, gender, class, and age), and include classical and contemporary literature. The lists must include books that represent the range of reading levels evident in students and they must vary from grade to grade.

Teachers should select a number of books from their list that all students will read through shared reading, read alouds, guided reading, and/or book clubs/literature circles. The books will be chosen to: a) provide students with an opportunity to explore how a particular author uses language, structure, and other literary elements in a particular way to tell a story or inform the reader; b) engage all students in discussions about a single piece of literature or a particular theme; and c) develop and assess students' ability to respond to literature and use discussion strategies. Attention should be given to ensure the selections are rich in content and ideas and accessible to students with teacher and peer support.

2. Writing:

English/Native Language Arts: Students are expected to meet minimally acceptable standards (level 2-4 using BPS Task Descriptions, MCAS Scoring Guides, Six Traits Rubric, or comparable school-

developed alternatives; level 3-6 on the MCAS ELA Composition Scoring Guide) on at least one independently produced *Personal Response* (which may or may not be literature-based) and one independent *Response to Literature* (Key Question) by the close of the school year.

Students are expected to keep a writer's folder where they have the opportunity to collect ideas each day, think about their writing and write about what they're thinking and reading. The notebook will include a large volume of work. A minimum of 3 pieces of work from multiple genres will emerge from their notebook, be taken through the writing process (including a seed idea, initial drafts, revisions, edits, completion/publication) and be assessed using a rubric. At least one of these works will be a response to a complete work of literature.

3. Performance on reading and writing assessments should be factored into students' grades.

Mathematics

Students are expected to earn a passing grade (levels 2-4) on:

- End-of-unit assessments from the *Investigations* curriculum
- Citywide, BPS mid- and end-of-year assessments in mathematics

Performance on these assessments should be factored into students' final grades.

