

## LANGUAGE ARTS

### Reading Habits (and Processes)

- Read several books or stories daily.
- Pick books they can read.
- Read for an extended amount of time.
- Read different kinds of writing (signs, charts, labels, books, etc.)
- Discuss books they read.
- Read with expression.

### Reading Comprehension

- Use different strategies to gain meaning (rereading, picture clues, prediction, punctuation).
- Make connections between the text and themselves, other stories, and the world around them.
- Identify important ideas in text.
- Respond or react to literature ("I didn't like it", "It was funny")
- Summarize and retell text.
- Identify fiction and nonfiction.
- Self-correct errors while reading.

### Print/Sound Code

- Can print first and last name.
- Explore different sounds and blend them together to make words.
- Separate sounds within words.
- Recognize a growing number of frequently used words.
- Identify letter combinations used in making words, i.e. "bl," "ch," etc.

### Writing Habits

- Form letters correctly (capital and lower case).
- Write daily (journals, logs, etc.).
- Write left to right and top to bottom.
- Reread own writing.
- Use words from the environment in writing.
- Leave space between words.
- Write independently for an extended amount of time.

### Writing Purposes

- Write for many reasons (informing, entertaining, persuading).
- Think about who will be reading their writing.
- Produce finished work in the following genres:
  - \*Narrative: stories, fictional or autobiographical
  - \*Nonfiction: reports, lists, charts
  - \*Functional: signs, instructions, labels, recipes, directions
  - \*Produce and Respond to Literature: poems, reactions to books, songs

### Written Language and Conventions

- Decide the best words to use in writing.
- Use knowledge of letters and sounds of vowels and consonants to spell words correctly.
- Write about events in the order they happened.
- Use capital letter to begin statements.
- Begin to use punctuation marks (question mark, period) and capital letters.

### Listening and Speaking

- Speak clearly.
- Listen and takes turns speaking.
- Share with others, either one-to-one or in group discussions.
- Express thoughts clearly.
- Follow directions and asks questions for clarification.



NEW ROCHELLE  
SCHOOL DISTRICT

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# City School District of New Rochelle

## Grade Level Learning Outcomes *Grade One*

September 2009

Dear Families,

Teachers and administrators in the City School District of New Rochelle have focused much attention in recent years on strengthening the alignment of our instructional program with the New York State learning standards. These standards indicate what students are expected "to know and be able to do" at various points along the academic path from Kindergarten to Grade 12. In order to codify this process of curriculum alignment, we have developed local learning outcomes for each of the elementary grades. They are intended to provide teachers with even greater clarity about what students are expected to accomplish each year.

This brochure summarizes the major concepts and skills in Language Arts, Math, Science and Social Studies that are included in the First Grade curriculum. These items are not designed to be a checklist, but rather are offered to parents as an overview of the instructional program presented to students in First Grade. Since curriculum development is an ongoing process in our district, we will continue to solicit and gather feedback from staff in order to make these learning outcomes documents more comprehensive. Any revisions made in the document for teachers will be reflected in updated editions of this brochure.

Again this year, the State Education Department will be administering student assessments in Grades 3, 4 and 5 that are intended to measure how well children demonstrate proficiency on the State learning standards and comply with the federal No Child Left Behind law that requires annual testing of all elementary and middle school students. As a district, we will continue to evaluate our Grade 2 instructional program and the performance of second grade children through the use of locally-developed English Language Arts and Math assessments, which are specifically designed to parallel the format and content of the State exams. Finally, based on the suggestions received from teachers and parents, we will be making ongoing refinements in our elementary school report cards in order to better inform parents about student progress in relation to these local learning outcomes.

I welcome any comments that you wish to offer about this brochure.

Dr. Jeffrey Korostoff  
Assistant Superintendent

## *SOCIAL STUDIES*

Students will develop an awareness of their roles as members of a family and a community. There is a focus on students developing a sense of identity. They will also learn and refine their social interaction skills. They will learn about families now and long ago, as they existed in different societies and communities. Maps and globes will be introduced.

### **My Family and Other Families**

- Recognize, compare, and contrast physical and social similarities and differences between families.
- Recognize, compare, and contrast cultural and historical similarities and differences between families.
- Identify the roles and responsibilities of family members.
- Demonstrate an understanding for the interdependence of families.

### **History**

- Examine how families change over time.
- Relate family histories to folktales, biographies, oral traditions, and legends.

### **My Community and Local Region**

- Develop an understanding of the events, people, and problems that shape the community.
- Develop an understanding of the folklore, myths, and legends that shape the community.

### **Places in My Community and Local Region**

- Know cardinal directions on a map (compass rose).
- Locate land and water landmarks on a map and globe.

### **Needs and Wants**

- Compare needs and wants.
- Identify how needs and wants are satisfied through tools, technology, and resources.
- Explain how needs and wants are satisfied through economics.

### **Citizenship**

- Recite the Pledge of Allegiance of the United States of America.
- Respect the flag of the United States of America.
- Identify the rights and responsibilities of citizens within the school and community.

### **Making and Changing Rules and Laws**

- Understand relationships between rules and consequences.
- Develop an understanding of the need for government.

## *SCIENCE*

### **Physical Sciences**

- Observe, investigate, describe, sort, and classify objects based on their physical properties, including whether they are solids, liquids, or gases (state of matter).
- Observe and describe the position, direction, and motion of objects such as top of, next to, over, under, slide, and roll.
- Begin to understand that the materials of which an object is made determine some of its properties.

### **Life Sciences**

- Begin to understand that plants need air, water, and food in order to live and thrive.
- Observe, describe, classify, and compare plants and animals in terms of how their specific parts help them to survive.
- Observe and discuss the changes over time that occur when seeds germinate and when plants and animals mature.

### **Earth and Space Sciences**

- Examine, describe, investigate, and measure earth materials including water, rocks, soil, and sand.
- Observe, record, and describe objects in the sky, for example the sun, moon, and stars.
- Observe, describe, measure, and record daily seasonal and cyclical changes in weather.

### **Inquiry**

- Begin to plan and conduct simple investigations and share discoveries.
- Begin to represent scientific understandings through charts and drawings.

### **Scientific Tools and Technology**

- Use magnifiers and measuring devices. For example, rulers, pan balances (scales) and measuring cups.
- Use standard and nonstandard units of measure to determine length, width, weight, and volume.

### **Scientific Thinking**

- Begin to ask questions and construct explanations based on observation and the results of simple experiments.
- Work individually and in groups to collect, describe, record, and share data.

### **Real-World Application**

- Continue to develop appropriate habits which will lead to good personal health.
- Describe examples of the importance of science and scientists in their world, such as how scientists invent things like seat belts to keep us safe.
- Begin to identify patterns of change over time, such as life cycles, seasons, and growth.

### **Scientific Communication**

- Communicate and compare individual and shared scientific ideas through speaking, drawing and writing.
- Acquire information from observation, experimentation, print and non-print sources.

## *MATHEMATICS*

### **Process Standards**

- Explore, examine and make observations about a social problem or mathematical situation.
- Interpret information correctly, identify the problem and generate possible questions and solutions.
- Act out, draw or model with manipulatives, situations involving mathematical concepts from literature or real life.
- Use informational counting strategies to find solutions.
- Investigate use of knowledgeable guessing, (prediction/estimation) as a mathematical tool.
- Discuss, compare and explain mathematical strategies suggested by yourself or others.
- Recognize and apply mathematical representations with problem solving.
- Use appropriate mathematical terms, vocabulary, and language.

### **Content Standards**

#### **Number Sense and Operations**

- Count items in a collection (1-100) and know the last number tells how many are in the collection.
- Write numbers to 100.
- Count a collection of a specific size using groups of ten.
- Develop initial understanding of the base ten system: 10=1 ten/ 10 tens=1 hundred.
- Skip count by 2s, 5s, and 10s.
- Count backwards from 20 by 1s.
- Use and understand ordinal terms, first to twentieth.
- Develop and use strategies to solve addition and subtraction word problems.
- Create problem situations that represent a given number sentence.
- Use a variety of strategies to solve addition and subtraction problems with one and two-digit numbers.
- Demonstrate fluency and apply addition and subtraction facts up to and including ten.
- Use a variety of strategies to compose and decompose numbers.
- Understand the commutative property of addition.

#### **Algebra**

- Determine and discuss patterns in arithmetic (what comes next in a repeating pattern).
- **Geometry and Measurement**
- Match shapes and parts of shapes to prove congruency.
- Recognize, name, describe, create, sort and compare 2 –dimensional and 3-dimensional shapes.
- Identify symmetry in 2-dimensional shapes.
- Recognize length as an attribute that can be measured.
- Use non-standard units to measure and explore the standard unit of inch.
- Know vocabulary and notation such as \$, related to money: penny, dime, etc.
- Use different combinations of coins to make amounts up to 25 cents.
- Tell time to hour using digital and analog clocks.
- Know days, weeks, and seasons in sequence.

#### **Statistics and Probability Concepts**

- Collect, record and display data related to a question in simple pictographs and bar graphs with intervals of one.
- Interpret data in terms of words: most, least, greater than, less than, equal to.
- Discuss conclusions and make predictions using words *likely and unlikely*.
- Use Venn diagrams to sort and describe data.