

GRADE ONE

Essential Academic Learning Requirements (EALRS)

with

Grade Level Expectations (GLEs)

and/or

Benchmark Indicators

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Grade Level Expectations and/or Benchmarks

Understanding the EALRs and GLEs

An **Essential Academic Learning Requirement (EALR)** is a broad statement of the learning, what we expect each student to know and be able to do, that applies to a content standard for grades K-10.

The **Component** is a K-10 statement that further defines the EALR. There is at least one component for each EALR.

The **Grade Level Expectation (GLE)** is a statement of the essential content or process to be learned. The statement, specific to one or more grades, defines the Component for that grade.

The **Evidence of Learning** is a bulleted list of student demonstrations that provide educators with common illustrations of the learning. Because the bulleted list is not exhaustive, educators are encouraged to seek additional evidence of student learning. The examples (e.g.) are cross-curricular as often as possible to illustrate how writing is used across disciplines.

The GLE Numbering System identifies the **EALR**, the **Component**, and the **GLE**. For example, in the number 3.2.1, the first number stands for the EALR, the second for the Component, the third for the GLE. *Grade levels or bands are not referenced in the numbering system.* See the following example:

EALR 3---The student writes clearly and effectively		
Component 3.2: Uses appropriate style.		
Grade 2	3.2.1	Writes with voice <ul style="list-style-type: none">• Uses word choice to show emotion and interest• Uses “book language”(e.g., fairy tale language -- “once upon a time,” or “in a faraway land”)

As of December 2005, Grade Level Expectations have been defined for the subject areas of **Reading, Math, Writing, Science and Communication**. The other core subjects – **Social Studies, Arts, and Health and Fitness** – have development indicators or benchmarks and/or draft Grade Level Expectations.

Washington State curriculum and the Essential Academic Learning Requirements are available by content area in their entirety at www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx. The website of the Washington State Office of the Superintendent of Public Instruction is www.k12.wa.us.

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READING

In first grade, students apply concepts of print, phonological and phonemic awareness, oral language skills, and phonics. They continue to expand their reading vocabulary and demonstrate comprehension by participating in a variety of responses. Students choose and read a variety of books for pleasure.

Reading EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.
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1.1.1 Understand and apply concepts of print.

- Use directionality when reading independently.
- Identify title page, table of contents, author, and illustrator of books.
- Recognize that print represents spoken language.
- Recognize the difference between words and sentences (e.g., know sentences start with capital letters and end with punctuation).
- Identify a word and its beginning and ending letters.

1.1.2 Understand and apply phonological awareness and phonemic awareness.

- Identify syllables in a word auditorially.
- Identify and generate rhyme.
- Segment and blend multi-syllabic words, including compound words.
- Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word.
- Segment and blend words orally containing three to five phonemes.
- Generate words that begin or end with the same sound or different sounds.
- Blend and segment onset and rime.

1.1.3 Apply understanding of oral language skills to develop reading skills.

- Participate orally in discussions about stories listened to and read (e.g., contribute who, what, when, where in retells; contribute explanations; generate and answer questions; and make comparisons).

1.1.4 Apply understanding of phonics.

- Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations).
- Use onset and rime/word families to decode words in isolation and in context.
- Decode words in isolation and in context following common vowel patterns.
- Use knowledge of phonics to read unfamiliar words in isolation and in context.
- Read compound words, contractions, and words with common inflectional endings in isolation and in context.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Understand how to use resources to learn new vocabulary/word meanings.

- Use simple resources with teacher guidance (e.g., word banks, alphabet books or charts).

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1.2.2 Apply vocabulary strategies in grade-level text.

- Use common inflectional endings to understand the meaning of words: -s, -ed, -ing, -er, -est.
- Use strategies including context and re-reading to self-correct.
- Use prior knowledge, context, pictures, illustrations, and diagrams to predict and confirm word meaning with teacher guidance.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Use oral and reading vocabulary gained by listening to and reading informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.

1.3.2 Understand and apply content/academic vocabulary.

- Use content/academic vocabulary during class discussions and/or writing (e.g., ethnic and native language terminology; terms specific to geographical settings; terms specific to literature, science, math, and writing).

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.1 Know common sight words appropriate to grade-level.

- Read selected sight words with automaticity.

1.4.2 Apply fluency to enhance comprehension.

- Read aloud familiar grade-level text with accuracy in a manner that sounds like natural speech.
- Read aloud unpracticed grade-level text at a fluency rate of 50–65+ words correct per minute.

Reading EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.1 Understand how to use questioning when reading.

- Ask and answer questions before, during, and after read aloud, instruction/practice time, and independent reading.

2.1.2 Understand how to create mental imagery.

- Compose visual images from what is read aloud and/or read by self (e.g., draw a picture to represent something that was read in a story).

2.1.3 Understand and identify important or main ideas and important details in text.

- State main idea and list important details in informational/expository text, verbally or by using graphic organizers.
- State the gist of the story or poem with teacher guidance.

2.1.4 Understand how to use prior knowledge.

- Make connections or identify similarities between self and text and text-to-text including text from a variety of cultures and communities, after read aloud and independent reading.

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2.1.5 Understand how to infer/predict meaning.

- Make and confirm predictions based on information from culturally relevant text (through support of teacher questions).
- Make inferences before, during, and after hearing or reading a culturally relevant story using prior knowledge, story structure, and prediction.

Component 2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Understand story sequence.

- Retell stories with correct sequence of events. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first.)

2.2.2 Understand and apply features of printed text and electronic sources to locate and understand information.

- Identify and use title pages, table of contents, glossary, diagrams, and maps to find information.
- Identify and use icons, pull-down menus, and toolbars.

2.2.3 Understand story elements.

- Identify and explain story elements.

2.2.4 Understand simple organizational structures of text.

- Predict text patterns using attribute and/or concept books.

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.

2.3.1 Understand similarities and differences within and between informational/expository and literary/narrative text.

- Explain similarities and differences in character, setting, and important events within and between culturally relevant literary/narrative texts that are read or listened to.
- Identify similar information about a topic contained in more than one informational/expository text.

2.3.2 Understand concept of categories.

- Sort words by various attributes (e.g., robins, parrots, and ducks are all birds).

Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1 Understand how to give personal or text-based responses and make connections to text.

- Generate a personal or text-based response and/or make connections to text based on teacher prompt using information from a culturally relevant reading or read aloud.

2.4.2 Understand purposes of text.

- Identify the purpose of printed materials (e.g., everyday materials, including lists, signs, cereal boxes; fairy tales; fables; and informational/expository trade books).

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Reading EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Understand that resources answer questions and solve problems.

- Listen to and/or read a variety of types of informational/expository text to learn new information, answer questions, or solve problems with teacher guidance.

Component 3.2 Read to perform a task.

3.2.1 Understand how to read for information.

- Read and explain labels and environmental print.
- Read and follow simple directions.
- Use cover and title page information, page numbers, and simple maps to perform a task.

Component 3.4 Read for literary/narrative experience in a variety of genres.

3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.

- Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.

3.4.2 Understand traditional and contemporary literature written in a variety of genres.

- Identify the characteristics of a variety of genres.
- Listen, read, and respond to literature from a variety of genres, including culturally relevant texts, by drawing, writing about, performing, and presenting.

3.4.3 Understand that literature represents different cultures and traditions.

- Identify and discuss the culture and/or traditions represented in a story with teacher guidance.

Reading EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.1 Understand how to monitor reading progress.

- Explain own reading behaviors in teacher-led discussions/questioning.

4.1.2 Understand how to set reading goals.

- Explain why setting a reading goal is important and set a reading goal with teacher guidance.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Understand how readers choose books.

- Identify favorite books and share reasons for the choice with others.
- Self-select books at an independent level and an instructional level.

MATHEMATICS

Math EALR 1: The student understands and applies concepts and procedures of mathematics.

Component 1.1: Understand and apply concepts and procedures from number sense.

Number and numeration

1.1.1 Understand different representations of whole numbers.

- Represent a number to at least 100 in different ways (e.g., numerals, pictures, words, physical models) and translate from one representation to another. [CU]
- Group and regroup objects into 1's and 10's.
- Count sets of objects less than 100 using a variety of grouping strategies.

1.1.2 Understand sequential relationships among whole numbers.

- Order three or more numbers to at least 100 from smallest to largest. [RL]
- Use comparative language (e.g., less than, more than, equal to) to compare numbers to at least 100. [CU]
- Skip count by 2, 5, and 10.
- Count forward and backward, from a given number that is less than 100.

Computation

1.1.5 Understand the meaning of subtraction.

- Express stories involving subtraction (e.g., separate) with models, pictures, and symbols. [CU, MC]
- Show relationships between addition and subtraction using physical models, diagrams, and acting out problems. [CU]

1.1.6 Understand and apply procedures for addition of whole numbers with fluency.

- Use strategies (e.g., count on, count back, doubles) for addition to at least sums to 12. [SP, RL]
- Recall addition facts through at least sums to 12.
- Solve problems involving addition using procedures and explaining those procedures. [SP, RL, CU]

1.1.7 Understand and apply strategies and appropriate tools for adding with whole numbers.

- Use strategies and appropriate tools from among mental math, paper and pencil, manipulatives, or calculator to compute in a problem situation. [SP, RL]
- Use counting strategies to combine whole numbers with sums under 12. [SP, RL]

Estimation

1.1.8 Understand and apply estimation strategies to determine the reasonableness of answers.

- Use a known quantity (e.g., chunking) to make reasonable estimates. [RL]
- Use numbers that are easy to add or subtract to make a reasonable estimate of a sum (e.g., $9 + 8$ should be about 20, since 9 is about 10, 8 is about 10, and $10 + 10$ is 20). [RL]

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Component 1.2: Understand and apply concepts and procedures from measurement.

Attributes, units, and systems

1.2.1 Understand and apply attributes to describe and compare objects.

- Order three or more objects according to an attribute (e.g., pencil lengths, students' hand span, and thickness of books). [RL]
- Read a clock with only the hour hand and use approximate language (e.g., almost 7, a little after 7). [CU]
- Identify coins (penny, nickel, dime, quarter) and state their value. [CU]

Procedures, precision, and estimation

1.2.4 Understand and apply procedures to measure with non-standard or standard units.

- Select units appropriate to the object being measured (e.g., measure length of classroom with footprints, not beans) and explain why it was selected. [CU]
- Use a uniform unit to measure an object (e.g., cubes, paper strips, ruler).
- Measure a variety of objects using appropriate non-standard tools (e.g., arm length, hand width, lengths of rope).
- Use a variety of records of time (e.g., calendar, seasonal plants, animal migrations, moon phases, tides, shadows).
- Use physical models of measuring units to fill, cover, match, or make the desired comparison of the attribute with the unit. [SP, RL]
- Explain the need for appropriate tools for measurement. [CU]

Component 1.3: Understand and apply concepts and procedures from geometric sense.

Properties and relationships

1.3.2 Understand how to compare figures based on their characteristics.

- Describe two-dimensional figures based on their characteristics (e.g., number of sides, number of equal sides). [CU]
- Identify, compare, and sort two-dimensional figures in their surroundings (e.g., by lengths of sides, general shape). [RL, MC]
- Describe figures using accurate terminology (e.g., square, rectangle, triangle).

Locations and transformations

1.3.3 Understand the locations of numbers on a positive number line.

- Indicate whether a number is above or below a benchmark number (e.g., greater than or less than 100).
- Describe the location of a given number between 1 and 100 on a number line. [CU]
- Identify a point up to 100 on a positive number line.

Component 1.4: Understand and apply concepts and procedures from probability and statistics.

Statistics

1.4.3 Understand how data can be organized and displayed.

- Display results of data collection by making student-invented and conventional displays. [CU]
- Construct bar graphs with physical materials and record pictorially (e.g., shoes, cats, crops, egg rolls, tacos). [CU]
- Collect data related to questions and organize the data into useful categories in familiar situations (e.g., how many students like apples? How many students do NOT like apples?).

1.4.5 Understand how a display provides information.

- Answer questions about bar graphs or pictographs (e.g., how many dancers, plants, canoes, pets?). [CU]

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Component 1.5: Understand and apply concepts and procedures from algebraic sense.

Patterns, functions, and other relations

1.5.1 Understand the concept of patterns.

- Create and describe a variety of repeating patterns using sounds, objects, and symbols. [CU]
- Describe and extend a repeating pattern (e.g., ABAC, ABAC; snap, clap, snap, stomp). [CU]
- Identify the unit in a repeating pattern (e.g., in A-A-B-A-A-B the unit is A-A-B). [RL]
- Identify and describe numerical patterns in the 100's chart. [CU, RL]
- Identify geometric patterns in art, textiles, and ceramics.

Symbols and representations

1.5.3 Understand the meaning of symbols and labels used to represent equality in situations.

- Demonstrate equality by recording number sentences with balance using the “=” symbol (e.g., $9 = 4 + 5$, $4 + 5 = 2 + 7$, $9 = 9$). [CU]
- Complete open sentences showing equalities (e.g., $5 = \underline{\quad}$).
- Explain, using pictures or words, the meaning of equality. [CU]
- Give an example of equality in real life (e.g., on the first turn, Juan scored 4 points, on the second turn, he scored 5 points. On the first turn, Ivana scored 2 points, on the second turn, she scored 7 points. After two turns, they are tied with the same number of points). [MC]

Math EALR 2: The student uses mathematics to define and solve problems.

Component 2.1: Understand problems

Example: A classroom is presenting a play and everyone has invited two guests. Enough chairs are needed to seat all the guests. There are some chairs in the classroom.

2.1.1 Understand how to define a problem in a familiar situation with teacher guidance.

- State information presented in a teacher-led discussion to determine if there is a problem (e.g., a classroom is having a play and each student invited two guests. Chairs are needed for the guests. There are some chairs available in the classroom).
- State the problem in own words (e.g., there aren't enough chairs for the guests. How many more chairs do we need?).
- Generate questions that would need to be answered in order to solve the problem (e.g., how many guests are attending? How many more chairs do we need?).
- Identify known and unknown information with teacher guidance (e.g., known — number of students, number of guests invited, number of chairs in classroom; unknown — number of guests attending, number of chairs needed). [1.1.5]

Component 2.2: Apply strategies to construct solutions

2.2.1 Understand how to create a plan to solve a problem with teacher guidance.

- Gather and organize categorical data (e.g., in a teacher-guided activity, create a two-column chart — one column for student names and the other to record the number of guests attending the play). [1.4.3]

2.2.2 Apply mathematical tools to solve the problem with teacher guidance.

- Use strategies (chart to count, skip count, cluster, or physical models). [1.1.1, 1.1.5]

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- Use appropriate tools from among mental math, paper and pencil, manipulatives, or calculator (e.g., to determine the total number of guests attending and the total number of chairs needed for the class play). [1.1.7]
- Recognize when an approach is unproductive and try a new approach.

Math EALR 3: The student uses mathematical reasoning.

Component 3.1: Analyze information

Example: A classroom is presenting a play and everyone has invited two guests. Enough chairs are needed to seat all the guests. There are some chairs in the classroom.

3.1.1 Understand how to compare information presented in familiar situations.

- Restate understanding of the situation (e.g., each guest attending the play will require a chair; there are not enough in the classroom).

Component 3.2: Make predictions, inferences, conjectures, and draw conclusions.

3.2.1 Understand how to make a reasonable prediction based on prior knowledge and the information given in a familiar situation.

- Predict a numerical solution for a problem (e.g., predict how many more chairs will be needed).
- Use known information to make a reasonable prediction (e.g., if two numbers are each less than 10, the sum will be less than 20).
- Make an inference based on information provided (e.g., the boys in class did a better job convincing their guests to attend because there are more guests coming for the boys than the girls).

3.2.2 Understand how to draw conclusions based on prior knowledge and the information given in a familiar situation.

- Draw conclusions from displays using comparative language (e.g., more students have two guests coming, or fewer students have only one guest coming) and provide examples from displays to support conclusions.

3.2.3 Analyze procedures used to solve problems in familiar situations with teacher guidance.

- Justify the importance of counting in a situation rather than making a guess at a number of items for a specific purpose (e.g., counting the number of chairs needed for the play rather than guessing).

Component 3.3: Verify results.

3.3.1 Understand how to justify results using evidence.

- Check reasonableness of results by using pictures, physical models, or acting it out (e.g., students raise one hand for one guest attending and two hands if two guests are attending).

3.3.2 Understand how to validate thinking about numerical, measurement, geometric, or statistical ideas by using models, known facts, patterns, or relationships.

- Explain why a strategy or tool was used in solving a problem (e.g., why a two-column chart was helpful to gather the information needed about the number of guests attending the play).

Math EALR 4: The student communicates knowledge and understanding in both everyday and mathematical language.

Component 4.1: Gather information.

4.1.1 Understand how to develop and follow a simple plan for collecting information for a given purpose.

- Determine what information is needed and how to collect it for a given purpose (e.g., to help explain something, to find out if something is needed) and who the information is for (e.g., for the classroom, for the adults at home, for the librarian).
- Develop and follow a plan to gather data about an event (e.g., how many students will attend the Saturday Movie Afternoon at school?).

4.1.2 Understand how to extract information for a given purpose from one or two different sources.

- Follow simple written directions for creating an art project using a model (e.g., requiring cutting and folding geometric shapes).
- Generate questions that could be answered using informational text (e.g., TV ads, books, menus, cereal boxes).

Component 4.2: Organize, represent, and share information.

4.2.1 Understand how to organize information to communicate to a given audience with teacher guidance.

- Organize and display data on a chart to communicate solution for the given audience (e.g., use a two- or three-column chart to display the number of guests per student attending a class play and, if there is a chair for each guest, inform the custodian as to how many more chairs are needed).
- Display results of data collection by making student-invented and conventional displays (e.g., hair color, eye color, teeth missing).

4.2.2 Understand how to communicate or represent ideas or information using mathematical language or notation.

- Explain or represent ideas using mathematical language from:
 - Number sense (e.g., numbers to at least 100) [1.1.1];
 - Measurement (e.g., order three or more objects according to an attribute and identify the chosen attribute) [1.2.1];
 - Geometric sense (e.g., name and describe two-dimensional figures based on their characteristics) [1.3.1];
 - Statistics (e.g., construct bar graphs with physical materials) [1.4.3];
 - Algebraic sense (e.g., explain the meaning of equality). [1.5.3]

Math EALR 5: The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.

Component 5.1: Relate concepts and procedures within mathematics.

5.1.1 Understand how to use concepts and procedures from any two of the content components from EALR 1 in a given problem or situation.

- Interpret results and draw conclusions from student-made displays using comparative language (e.g., more, fewer). [1.4.4, 3.2.2]

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- Measure objects using non-standard tools and place resulting numbers in order from shortest (smallest) to longest (largest). [1.2.3, 1.1.2]

5.1.2 Understand how to recognize and create equivalent mathematical models and representations in familiar situations.

- Identify different representations of a number to at least 100 (e.g., numerals, pictures, physical models). [1.1.1]
- Express stories involving subtraction (e.g., separate) with models, pictures, and symbols. [1.1.5]

Component 5.2: Relate mathematical concepts and procedures to other disciplines
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5.2.1 Apply and analyze the use of mathematical patterns and ideas in familiar situations in other disciplines.

- Use the characteristics of two-dimensional shapes in art projects and recognize the use of geometric shapes in artwork.
- Use a clock to determine when it is time for recess or lunch time.
- Explain how math is used whenever we use money for a purchase.

5.2.2 Know the contributions of individuals and cultures to the development of mathematics.

- Recognize the contributions of women, men, and people from different cultures (e.g., look at symbols used for numbering in the Mayan culture).

Component 5.3: Relate mathematical concepts and procedures to real-world situations.

5.3.1 Understand how mathematics is used in everyday life.

- Generate examples of mathematics in everyday life:
 - counting (e.g., the pennies in the penny jar);
 - comparing measurements (e.g., standing up against the mark on the wall to check for growth);
 - building things (e.g., a snowman with three spheres, a dog house made of a box with a triangular roof);
 - playing games (e.g., when counting spaces on a board or knowing money is needed)
- Describe familiar two-dimensional shapes based on their geometric characteristics (e.g., sharp corners, sides of different lengths).
- Identify and sort two-dimensional shapes in their surroundings.
- Skip count by 5s or 10s (e.g., with nickels or dimes).

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WRITING

In first grade, students are able to develop an idea or item of information beyond one sentence, adding some details of description or explanation. Simple sentences are sequenced with some logical development. Students use some prewriting strategies with support from the teacher. Although phonetic spelling is common, there is marked increase in the number of words spelled accurately, and students demonstrate an awareness of some spelling patterns. As understanding of revising and editing develops, students reread what they write, and the clarity and accuracy of writing increases. Conventions of punctuation, directionality, spacing, and letter formation ensure work is legible.

Writing EALR 1. The student understands and uses a writing process.

Component 1.1: Prewrites to generate ideas and plan writing.

1.1.1 Applies at least one strategy for generating ideas and planning writing

- Brainstorms, makes lists, and sometimes formulates first sentence before writing
- Talks or draws to generate ideas and rehearse writing (e.g., class brainstorm, individual drawing)
- *Uses multicultural literature (fiction and nonfiction) to stimulate ideas

*NOTE--The reading aloud of quality multicultural literature is an ongoing practice throughout all grades. It not only stimulates ideas, it also provides students with examples of exemplary writing.

Component 1.2: Produces draft(s).
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1.2.1 Produces a draft in sentences

- Uses a plan from prewriting to write a draft
- Writes a draft that includes more than one sentence

Component 1.3: Revises to improve text.
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1.3.1 Revises text by adding words and/or phrases to draft

- Reads own work and makes some revisions in response to teacher questions or peer feedback (e.g., My dog went for a walk becomes My spotted dog went for a long walk in response to the teacher's questions: "What does the dog look like? What kind of walk is it?")
- Rereads draft to self, peers, or adults
- Asks others (e.g., librarian, principal, paraprofessionals, day-care provider, family members) to read and make comments
- Recognizes overused words and makes substitutions (e.g., yelled for said)

Component 1.4: Edits text.

1.4.1 Applies understanding of editing appropriate for grade level (see 3.3)

- Edits shared text with teacher guidance
- Reads own work and makes some changes, especially punctuation
- Uses a simple checklist for editing

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Component 1.5: Publishes text to share with an audience.

1.5.1 Publishes own writing

- Shares writing with others (e.g., author’s chair, bulletin board, Young Authors’ Day)
- Illustrates work (e.g., drawings, computer graphics, collages)
- Shares writing in self-published books

Component 1.6: Adjusts writing process as necessary.

Not Applicable at Grade Level One

Writing EALR 2: The student writes in a variety of forms for different audiences and purposes.

Component 2.1: Adapts writing for a variety of audiences.

2.1.1 Knows that an audience exists outside of self

- Writes for self, family, friends, and teacher
- Identifies the intended audience for a written piece

Component 2.2: Writes for different purposes.

2.2.1 Understands that writing has different purposes

- Writes to express own ideas (e.g., scientific observations)
- Writes to communicate with others (e.g., notes, cards)
- Writes to explain how to do something (e.g., how to walk down the hall at school)
- Writes to retell in some detail and in correct sequence
- Writes to inform (e.g., answers to questions, cultural customs)
- Writes to entertain (e.g., jokes, riddles, funny stories)

Component 2.3: Writes in a variety of forms/genres.

2.3.1 Understands there are more than one form/genre of writing

- Identifies and uses a variety of new forms/genres. Examples:
 - notes to others
 - scientific observations
 - answers to questions
 - patterned poetry
 - stories

Component 2.4: Writes for career applications.

2.4.1 Knows important personal information

- Writes first and last name and contact address

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Writing EALR 3: The student writes clearly and effectively.

Component 3.1: Develops ideas and organize writing.

3.1.1 Analyzes ideas, selects topic, adds detail, and elaborates

- Develops ideas for topics orally and visually (e.g., discusses, draws, and/or writes to develop ideas)
- Develops and chooses from a list of general topics for writing (e.g., pets, friends, favorite places)
- Elaborates on ideas using descriptive words and phrases (e.g., My yellow striped cat jumped on my bed.)
- Selects title for a piece of writing

Component 3.2: Uses appropriate style.

3.2.1 Understands concept of personal voice

- Uses detail and color in drawings
- Uses exclamation points (e.g., I love pizza!)
- Uses size and shape of word for emphasis (e.g., WOW, scary)
- Discusses voice of author in read-alouds (e.g., “Bill Martin, Jr. sounds like he’s singing.”)

3.2.2 Uses a variety of words

- Builds a rich vocabulary through listening, talking, signing, writing, and language activities
- Uses descriptive words (e.g., color words, sensory words, size words)
- Uses classroom resources (e.g., personal dictionaries, word walls other student/teacher-generated resources)

3.2.3 Understands sentence fluency

- Participates in shared reading/writing of poems, songs, chants, and prose
- Uses simple and some compound sentences

Component 3.3: Know and apply writing conventions appropriate for the grade-level.

3.3.1 Understands and applies spacing and directionality; writes legibly

- Writes upper and lower case letters
- Uses spaces between words and sentences
- Writes from left to right and top to bottom

Note: In components 3.3.1 through 3.3.8, skills are generally not repeated and build each year upon preceding years’ skills. Because these skills are learned and practiced as writing becomes more sophisticated, attention should be paid to skills in more than one year.

3.3.2 Spells phonetically using some conventional spelling

- Uses spelling rules and patterns from Kindergarten
- Spells first-grade high frequency words correctly (e.g., the, of, was, they)
- Includes beginning, middle, and ending sounds in phonetic spelling
- Writes using grade-level appropriate spelling patterns Examples:
 - Onset and rime (e.g., bat, cat, fat; man, fan, can)
 - Short vowel patterns (hat, pet, sip, mop, cut)
 - Blends (e.g., st, tr, dr, br)
 - Digraphs (e.g., sh, th, ch)
 - Long vowel silent e (e.g., make, like)
- Uses classroom resources (e.g., word walls, word banks, word charts, peers)

Grade One
Grade Level Expectations and/or Benchmarks

3.3.3 Applies capitalization rules

- Uses capitalization rules from kindergarten
- Capitalizes first word in a sentence
- Capitalizes days of the week and months of the year
- Capitalizes names of people

3.3.4 Applies punctuation rules

- Uses end marks correctly (e.g., periods, questions marks, exclamation points)

3.3.5 Applies usage rules

- Explains and uses pronouns as substitutes for nouns
- Uses singular and plural nouns correctly (e.g., tooth and teeth, boy and boys)

3.3.6 Uses complete sentences in writing

Writing EALR 4: The student analyzes and evaluates the effectiveness of written work.

Component 4.1: Analyzes and evaluates others' and own writing.

4.1.1 Understands criteria is used to select a preferred piece of writing

- Identifies criteria for why stories and authors are preferred (e.g., characters and plots)

4.1.2 Uses specific criteria for analyzing own writing

- Participates in developing classroom criteria or checklist (e.g., color words, descriptive details, action words)
- Compares own writing to checklist

Component 4.2: Sets goals for improvement.

4.2.1 Identifies general goals for own writing

- Confers with teacher to set goals (e.g., adds details to writing, writes for a new purpose)
- Monitors progress with a goal sheet (e.g., T-chart--I can... I am learning to...)
- Selects pieces that demonstrate new learning (e.g., portfolio entries, collections of drafts)

Grade One
Grade Level Expectations and/or Benchmarks

SCIENCE

In first grade, students learn to find patterns and ask their own questions about their natural world, both living and non-living. For example, students may learn to ask, “What do plants and animals need to live?”; “Why does weather change?”; and “How is weather measured?” Students develop skills with sorting, describing, comparing, and recording their observations.

Science EALR 1: The student understands and uses scientific concepts and principles.

Component 1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.

1.1.2 Understand the position and motion of common objects.

- Know that things may move in many different ways (i.e., back and forth, fast and slow, round and round, straight).
- Describe that the way to change how something is moving is to give it a push or a pull.

Component 1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.

1.2.1 Understand that things are made of parts that go together.

- Describe how the parts of objects, organisms, and materials go together.

1.2.3 Know that common materials are made of smaller parts.

- Sort objects based on component parts (e.g., toys with wheels).

1.2.5 Know daily changes of the position of the Sun.

- Observe and record (i.e., draw, construct, build, measure with nonstandard units) changes in the Sun’s position in the sky during the day.

1.2.8 Know the external parts of the body

- Identify the external parts of the body (e. g., head, hands, fingers, eyes, ears).
- Draw and name the external parts of the body.

Component 1.3 Changes: Understand how interactions within and among systems cause changes in matter and energy.

1.3.1 Know that a push or a pull is a force on an object but some forces can act without touching an object.

- Observe and show that a push or a pull on an object is a force on that object.
- Observe and show that a magnet can push or pull some objects without touching the objects.

1.3.2 Know that pushes and pulls can change the motion of common objects.

- Observe and show that objects fall toward the ground because of the pull of Earth’s gravity.
- Observe and show that magnets can make some objects move without touching the objects.

Grade One
Grade Level Expectations and/or Benchmarks

1.3.6 Know common weather indicators and understand that weather conditions change from season to season.

- Observe, measure, and record weather conditions, noting changes and patterns from day to day and over the seasons (e.g., temperature, wind, rain, snow).
- Name common weather conditions (e.g., rain, snow, wind).

1.3.8 Know that most living things need food, water, and air.

- Observe and record that most living things need food, water, and air.
- Observe and record or demonstrate that plants need light.

1.3.10 Know that plants and animals need a place to live.

- Observe and show how organisms live in specific places (e.g., fish live in a pond).
- Describe how animals depend on plants or other animals for food.
- Describe how animals depend on plants or other animals for shelter.

Science EALR 2: The student knows and applies the skills and processes of science and technology.

Component 2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.

2.1.1 Understand how to ask a question about objects, organisms, and events in the environment.

- Wonder and ask questions about objects, organisms, and events based on observations of the natural world.

2.1.2 Understand how to plan and conduct simple investigations following all safety rules.

- Make observations and record characteristics or properties.
- Follow all safety rules during investigations.

2.1.5 Understand how to record and report investigations, results, and explanations.

- Report observations of simple investigations using drawings and simple sentences.
- Describe and/or draw the materials used in the investigation (e.g., numbers, shapes, colors).
- Report safety procedures used during the investigation

Component 2.2 Nature of Science: Understand the nature of scientific inquiry

2.2.1 Understand that all scientific observations are reported accurately even when the observations contradict expectations.

- Record what is observed and explain how it was done accurately and honestly.
- Keep records and explain that the records have not been changed even when they did not match initial expectations.

2.2.2 Understand that observations and measurement are used by scientists to describe the world.

- Raise questions about the natural world and seek answers by making careful observations and trying things out.
- Make observations and measurements about natural phenomena.

2.2.5 Know that ideas in science change as new scientific evidence arises.

- Tell how scientific inquiry results in facts, unexpected findings, ideas, evidence, and explanations.

Science EALR 3: The student understands the nature and contexts of science and technology.

Component 3.1 Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.

3.1.2 Know that people have invented tools for everyday life.

- Describe ways in which common tools help people in their everyday life.

Component 3.2 Science, Technology and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.

3.2.2 Know that people have invented tools for everyday life.

- Describe ways in which common tools help people in their everyday life.

3.2.3 Know how knowledge and skills of science, mathematics, and technology are used in common occupations.

- Tell at least one way that science, mathematics, or technology is used by a person in a job.

3.2.4 Understand how humans depend on the natural environment.

- Describe what humans obtain from their environment (e.g., a school garden yields vegetables; a sheep yields wool, which is used to make sweaters).
- Describe what organisms obtain from their environment (e.g., a school plant needs water and sunlight)

COMMUNICATIONS

Communications EALR 1: The student uses listening and observation skills to gain understanding.

Component 1.1: Uses listening and observation strategies and skills to focus attention and interpret information.
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1.1.1 Understands how to adapt attentive behavior to accommodate the listening situation.

- With teacher prompt, adapts listening behavior, to attend to a task (e.g., class discussion, small group communication, listening to a story or an oral presentation).
- Attends to the task in group activities (e.g., sitting in a chair or on the floor appropriate to the activity, eyes are focused on speaker, hands are quiet, child does not interrupt).
- Responds to verbal and non-verbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction).
- Uses strategies for enjoyment listening and active listening with support from teacher. (See GLE 1.1.2 and 1.2.1.)

1.1.2 Applies listening and observation skills to interpret information.

- Follows three-step oral directions for routines.
- Recalls oral multi-cultural stories; familiar tunes, songs; and sounds. [Note: Familiarity with a song, story, or nursery rhyme cannot be assumed.]
- Answers a variety of questions: who, what, when, where, why, whose, yes/no.
- Provides feedback pertinent to the observation; active listening situation (e.g., “In the story, Maria reminded me of my sister, because she is very funny.”); or listening for enjoyment (e.g., “I liked how the music changed from loud to quiet and back to loud, again.”).
- Describes and explains visual information (e.g., signs and symbols in the environment, illustrations in literary text, diagrams in expository text).

Component 1.2: Interprets, analyzes, synthesizes, or evaluates information from a variety of sources.
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1.2.1 Understands how to use strategies to infer and make personal connections to auditory and visual information.

- Makes simple inferences (e.g., why the principal was in the cafeteria? why Bella is absent from school?).
- Listens for, identifies and explains personal connections to events and/or one’s own feelings related to an event (e.g., events in a personal story told by peer, a video, a story on the news).

1.2.2 Knows that mass media is present.

- Identifies various types of mass communication (e.g., television, radio, advertisements, signs, movies, magazines).

Communications EALR 2: The student uses communication strategies and skills to interact/work effectively with others.

Component 2.1: Uses language to interact effectively and responsibly.

2.1.1 Understands that language is adjusted to the needs of the audience, situation and setting.

- Selects language that is courteous (e.g., please, thank-you, no thank you, excuse me).
- Distinguishes between different types of speech (e.g., chat, warning, sharing, discussion, and joke) and when each might be used.

Component 2.2: Uses interpersonal skills and strategies to work collaboratively, solve problems and perform a task.

2.2.1 Understands how to show respect for others' input.

- Demonstrates when to talk and when to listen (e.g., when someone else is talking or during a story, it is time to listen; when there is a break in the conversation, it may be time to talk).
- Expresses support and acceptance by using positive language in response to others' communication (e.g., "You did a good job, DaVonne").
- As a member of the audience, responds to the speaker with encouraging non-verbal communication (e.g., sitting still and watching the speaker).

2.2.2 Understands how to contribute responsibly in a one-to-one conversation or group setting.

- Maintains topic introduced by teacher for three conversational turns.
- Initiates and sustains a conversation with comments and questions (e.g., responding to other's remarks, expressing feelings).
- Seeks and accepts a solution to a group problem (e.g., how to divide up supplies, playground equipment, jobs or responsibilities).

Component 2.3: Use skills and strategies to constructively communicate interculturally.

2.3.1 Knows that families have cultural practices.

- Describes family similarities and differences (e.g., "I eat dinner with my sister and brother and my parents eat later, but in Tyrone's family, everyone eats at the same time." "I live with my mom and James lives with his aunt, uncle and grandma.").

2.3.2 Understands cues that aid intercultural communication.

- Identifies and explains verbal and non-verbal cues used by others with teacher guidance (e.g., hand gestures, facial expressions, tone of voice).

Communications EALR 3: The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations.

Component 3.1: Uses knowledge of topic/theme, audience, and purpose in planning presentations.

3.1.1 Understands how to plan for effective oral communication and presentation.

- Identifies the audience (e.g., friends, family, or class).
- Selects a topic to inform or tell a story with teacher guidance.
- Selects content from personal knowledge and experience.
- Organizes information using logical sequence with teacher guidance.
- (Culture may influence story telling sequence.)

Component 3.2: Uses media and other resources to support presentations.

3.2.1 Understands how to use media and resources in oral presentations.

- Uses visual aids (e.g., illustrations, photos and other items).

Component 3.3: Uses effective delivery.

3.3.1 Applies skills for delivery of effective oral communication and presentations.

- Faces audience (not teacher) while speaking.
- Adapts volume of voice for size of audience, given feedback.
- Speaks in complete sentences using compound and complex sentence structures.
- Speaks clearly and distinctly.
- Uses adult grammar and syntax appropriate to developmental level of the child.

Communications EALR 4: The student analyzes and evaluates the effectiveness of communication.

Component 4.1: Assesses effectiveness of one’s own and others’ communication.

4.1.2 Understands how to use simple criteria to judge other’s’ communication.

- Identifies elements of communication based on classroom criteria with teacher guidance (e.g., “I heard you from the back of the room.”).

Component 4.2: Sets goals for improvement.

4.2.1 Understands how to set a communication goal.

- Sets a goal with teacher guidance and explains why that goal is important (e.g., “I need to work on not interrupting so that everyone has a chance to talk.”)

SOCIAL STUDIES

Six-year olds have considerable verbal abilities to understand social studies concepts. They are active learners interested in games and rules that can lead to the development of conceptual understandings and problem solving. Opportunities to be involved in "hands-on" and "minds-on" activities that allow for experimentation are important for this age.

History

Social Studies EALR H1: The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in the United States, world, and Washington State history.

Component H1.1: Understand and analyze historical time and chronology.

Benchmarks

- Identify and analyze relationships between historical events

Component H1.2: Understand events, trends, individuals, and movements shaping the United States, world, and Washington State history.

Not Applicable at Grade Level One

Component H1.3: Examine the influence of culture on the United States, world, and Washington State history.

Not Applicable at Grade Level One

Social Studies EALR H2: The student understands the origin and impact of ideas and technological developments on history.

Component H2.1: Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict.

Benchmarks

Not Applicable at Grade Level One

Component H2.2: Understand how ideas and technological developments influence people, culture, and environment.

Not Applicable at Grade Level One

Geography

Social Studies EALR G1: The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.

Component G1.1: Use and construct maps, charts, and other resources to gather and interpret geographic information.

Benchmarks

- Examine a variety of maps to describe basic mapping elements (Location)
- Use basic mapping elements to construct a map that displays information about school grounds, a neighborhood, or a local community (Location, Place)

Component G1.2: Recognize spatial patterns on Earth's surface and understand the processes that create these patterns.

Benchmarks

- Locate places, major physical features, and human spatial patterns using maps, globes, and other sources (Location, Place, Region)

Social Studies EALR G2: The student understands the complex physical and human characteristics of places and regions.

Component G2.1: Describe the natural characteristics of places and regions and explain the causes of their characteristics.

Benchmarks

- Observe and describe the physical characteristics of the local area and Washington State (Location, Region, Place)

Component G2.2: Describe the patterns humans make on places and regions.

Not Applicable at Grade Level One

Component G2.3: Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions.

Not Applicable at Grade Level One

Social Studies EALR G3: The student observes and analyzes the interaction between people, the environment, and culture.

Component G3.1: Identify and examine people's interaction with and impact on the environment.

Benchmarks

- Describe how individual behaviors alter the environment and how the environment influences the individual with regard to air, water, and land issues (Human/Environment Interaction, Region)

Grade One
Grade Level Expectations and/or Benchmarks

Component G3.2: Analyze how the environment and environmental changes affect people.

Benchmarks

- Describe how people adapt to their environment to meet basic human needs and concerns (Human/Environment Interaction, Region)

Component G3.3: Examine cultural characteristics, transmission, diffusion and interaction.

Benchmarks

- Know that people are born into societies that consist of different racial, ethnic, religious, and/or social groups (Location, Region, Place)

Civics

Social Studies EALR C1: The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.

Component C1.1: Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents.

Not Applicable at Grade Level One

Component C1.2: Examine key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law.

Benchmarks

- Identify the traits of responsible citizenship and explain how they contribute to the democratic ideal.

Component C1.3: Examine representative government and citizen participation.

Not Applicable at Grade Level One

Social Studies EALR C2: The student analyzes the purposes and organization of government and laws.

Component C2.1: Understand and explain the organization of government at the federal, state, and local level including the executive, legislative, and judicial branches.

Not Applicable at Grade Level One

Component C2.2: Understand the function and effect of law.

Not Applicable at Grade Level One

Component C2.3: Compare and contrast democracies with other forms of government.

Not Applicable at Grade Level One

Social Studies EALR C3: The student understands the purposes and organization of international relationships and how United States foreign policy is made.

Component C3.1: Understand how the world is organized politically and how nations interact.

Not Applicable at Grade Level One

Component C3.2: Recognize factors and roles that affect the development of foreign policy by the United States, other nations, and multinational organizations.

Not Applicable at Grade Level One

Social Studies EALR C4: The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

Component C4.1: Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level.

Benchmarks

- Identify individual rights and the responsibilities they imply and the importance of respecting the rights of others

Component C4.2: Identify and demonstrate rights of United States citizenship related to school, local, state, national, and international issues.

Not Applicable at Grade Level One

Component C4.3: Explain how various stakeholders influence public policy.

Benchmarks

- Describe how one person can make a difference in school or the local community

Economics

Social Studies EALR E1: Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.

Component E1.1: Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.

Benchmarks

- Identify and analyze the opportunity cost of a personal choice; identify and analyze the opportunity cost of a choice within a community context
- Recognize that wants exceed available resources

Grade One
Grade Level Expectations and/or Benchmarks

Component E1.2: Understand that the availability and use of resources influences the production of goods and services in the economy.

Not Applicable at Grade Level One

Social Studies EALR E2: Students understand the essential characteristics of past and present economic systems.

Component E2.1: Recognize that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.

Not Applicable at Grade Level One

Component E2.2: Explain how different economic systems produce, distribute, and exchange goods and services.

Not Applicable at Grade Level One

Component E2.3: Understand that prices in competitive markets create incentives that influence the choices of buyers and sellers.

Not Applicable at Grade Level One

Component E2.4: Understand that investment in people, tools, and technology affects employment levels and standards of living.

Benchmarks

- Explain how economic change affects individuals and societies in neighborhoods, communities, and countries
- Analyze the impact of technology and tools of the production of goods and services

Social Studies EALR E3: Students understand the role of government and institutions in past and present economic systems.

Component E3.1: Analyze the role of government as participant in an economy through taxation, spending, and policy setting.

Not Applicable at Grade Level One

Component E3.2: Understand the role of money, banking, and financial institutions and how individuals and businesses use them.

Not Applicable at Grade Level One

THE ARTS

Arts EALR 1: The student understands and applies arts knowledge and skills.

Benchmark Component 1.1: Understand arts concepts and vocabulary.
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Dance

1.1.1 Elements:space; time; energy/force

- Creates movement using a variety of levels (space)
- Creates straight, curved, and bent shapes with the body (space)
- Demonstrates skip and leap (locomotor movements)
- Demonstrates swing, stretch, bend and twist (non-locomotor movements)
- Names and moves various parts of the body

1.1.2 Principles of Organization: repetition; form/design; theme

- Repeats patterns of movement (repetition)

Music

1.1.1 Elements:Pitch; Rhythm; Expression (dynamics, style, tempo, phrasing); Timbre

- Aurally and visually identifies high and low pitches (pitch)
- Understands and uses loud-quiet *dynamics*, fast-slow *tempo* (expression)

1.1.2 Principles of Organization: notation; form; melody; harmony

- Identifies melodic phrases that move upward and downward (melody)

Theatre

1.1.1 Elements:character; setting; dialogue; conflict

- Identifies main and minor character(s)
- Identifies the time and place of setting
- Identifies main action in a scene/ play/story

1.1.2 Principles of Organization: plot; design; theme

- Identifies the beginning, middle, and end in a scene/play/ story
- Describe simple costumes and props in scene/ play/story

Visual Arts

1.1.1 Elements:line; shape/form; texture; color; space; value

- Identifies line direction (e.g., horizontal, vertical)
- Identifies and uses geometric and organic shapes
- Identifies actual shapes and textures
- Identifies and mixes secondary colors from primary colors

1.1.2 Principles of Organization: balance; emphasis/dominance; proportion; movement/ rhythm; repetition/ pattern; variety; harmony; unity

- Uses repetition of several elements to create patterns

Grade One
Grade Level Expectations and/or Benchmarks

Benchmark Component 1.2: Develop arts skills and techniques.

Dance

- Demonstrates focus and concentration while moving

Music

- Sings and matches pitch (range C-G)
- Accurately echoes melodic and rhythmic phrases

Theatre

- Uses voice to produce rhythmic language patterns
- Uses simple movements to imitate character
- Recalls and describes different feelings (i.e., glad, sad, mad)
- Contributes to dramatic play

Visual Arts

- Uses art tools and materials safely and appropriately

Benchmark Component 1.3: Understand and apply arts styles from various artist, cultures, and times.

Dance, Music, Theatre, Visual Arts

- Describes the differences between two artworks

Benchmark Component 1.4: Apply audience skills in a variety of arts settings and performances

Dance, Music, Theatre, Visual Arts

- Demonstrates how to focus attention

Arts EALR 2: The student demonstrates thinking skills using artistic processes.

Benchmark Component 2.1: Apply a creative process in the arts:

- Conceptualize** the context or purpose
- Gather** information from diverse sources
- Develop** ideas and techniques
- Organize** arts elements, forms, and/or principles into a creative work
- Reflect** for the purpose of elaboration and self-evaluation
- Refine** work based on feedback
- Present** work to others

Dance, Music, Theatre, Visual Arts

- Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process

Benchmark Component 2.2: Apply a performance process in the arts:

- Identify** audience and purpose
- Select** artistic work (repertoire) to perform
- Analyze** structure and background of work
- Interpret** by developing a personal interpretation of the work
- Rehearse, adjust, and refine** through evaluation and problem solving
- Present** work for others
- Reflect and evaluate**

Grade One
Grade Level Expectations and/or Benchmarks

Dance, Music, Theatre, Visual Arts

- Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Benchmark Component 2.3: Apply a responding process to an arts presentation.

- Engage** actively and purposefully
- Describe** what is seen and/or heard
- Analyze** how the elements are arranged and organized
- Interpret** based on descriptive properties
- Evaluate** using supportive evidence and criteria

Dance, Music, Theatre, Visual Arts

- Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process

Arts EALR 3: The student communicates through the arts.

Benchmark Component 3.1: Use the arts to express and present ideas and feelings.

Dance

- Identifies how feelings are expressed through the arts

Music

- Identifies how feelings are expressed through the arts

Theatre

- Identifies how feelings are expressed through the arts

Visual Arts

- Identifies how feelings are expressed through the arts

Benchmark Component 3.2: Use the arts to communicate for a specific purpose.

Dance, Music, Theatre, Visual Arts

- Uses the arts to communicate for a specific purpose (e.g., entertain)

Benchmark Component 3.3: Develop personal aesthetic criteria to communicate artistic choices.

Dance, Music, Theatre, Visual Arts

- Identifies personal aesthetic choices

Arts EALR 4: The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Benchmark Component 4.1: Demonstrate and analyze the connections among the arts disciplines.

Dance

- Identifies and demonstrates common concepts through arts disciplines (i.e., rhythm)

Grade One
Grade Level Expectations and/or Benchmarks

Music

- Identifies and demonstrates common concepts through arts disciplines (i.e., rhythm)

Theatre

- Identifies and demonstrates common concepts through arts disciplines (i.e., rhythm)

Visual Arts

- Identifies and demonstrates common concepts through arts disciplines (i.e., rhythm)

Benchmark Component 4.2: Demonstrate and analyze the connections among the arts and other content areas.

Dance, Music, Theatre, Visual Arts

- Identifies concepts and vocabulary common to the arts and other content areas

Benchmark Component 4.3: Understand how the arts impact lifelong choices.

Dance, Music, Theatre, Visual Arts

- Identifies how the arts impact home/ family choices

Benchmark Component 4.4: Understand that the arts shape and reflect culture and history.

Dance, Music, Theatre, Visual Arts

- Describes a specific artwork from home/family

Benchmark Component 4.5: Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work.

Dance, Music, Theatre, Visual Arts

- Practices safety habits using tools and materials appropriately

HEALTH & FITNESS

Note: EALR subcomponents are listed; benchmarks (draft GLEs 11/2003) are shown following in italics.

Health & Fitness EALR 1.0: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1: Develop fundamental and complex movement skills, as developmentally appropriate.

Benchmark Indicator 1.1.1 Demonstrate physical skills (locomotor, non-locomotor, and manipulative) that contribute to movement proficiency.

Demonstrates mature form in locomotor patterns and selected manipulative and non-locomotor skills.

- Demonstrates mature pattern: Skip, Slide, Leap, and Jog
- Demonstrates mature form: Levels, Direction, Squatting, Swinging, and Swaying
- Moves to simple rhythm patterns
- Demonstrates Critical Elements in a variety of Manipulative Skills with a partner: Throwing, Catching, Kicking, Rolling, and Bouncing
- Demonstrates spatial awareness

Component 1.2: Safely participates in a variety of developmentally appropriate physical activities.

Benchmark Indicator 1.2.1 Follows rules and safety procedures while participating in a variety of physical activities: *Understands and applies safety rules and procedures in a variety of physical activities.*

- Identify and demonstrate rules and safety procedures in grade appropriate activities (see EALR 1.1

Component 1.3: Understands the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.

Benchmark Indicator 1.3.1 Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play.

Understands the basic vocabulary and concepts of physical fitness.

- Identifies or describes the basic concepts of physical fitness: Strength, Stretching, Heart Rate

Component 1.4: Understand the relationship of nutrition and food nutrients to physical performance and body composition.

Benchmark Indicator 1.4.1 Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.

Understands the connection between nutrition and physical well-being.

- List or describe the six groups on the Food Guide Pyramid, providing examples, and how they support good health

Health & Fitness EALR 2.0: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development, reduce health risks and live safely.

Component 2.1: Recognize patterns of growth and development.

Benchmark Indicator 2.1.1.a Describe the structure and function of human body systems.

Benchmark Indicator 2.1.1.b Describe the influence of nutrition on health and development

Understand the basic structure and function of human body systems.

- Recognize that Heart Rate is affected by different kinds of exercise
- Recognize that breathing is affected by different kinds of exercise
- Describe the basic pathway food takes through the body

Component 2.2: Understanding the concept of control and prevention of disease.

Benchmark Indicator 2.2.1 Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases.

Understand how to prevent or reduce the risk of contracting a Communicable Disease.

- Identify ways to prevent germ transmission and diseases (i.e., sharing food, hand washing, immunizations)
- Identify strategies for the prevention of tooth decay
- The importance of taking medicine (all of it)

Component 2.3: Acquire skills to live safely and reduce health risks.

Benchmark Indicator 2.3.1.a. Explain one's right to personal and physical safety: *Understand one's right to personal and physical safety.*

- Demonstrate the guidelines for personal and physical safety (i.e., appropriate/ inappropriate physical contact, personal space)

Benchmark Indicator 2.3.1.b. Identify abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.

Understand what are abusive or risky situations and how to avoid them.

- Recognize what are risky situations and how they can be avoided in the community/home (i.e., strangers, abuse at home)
- Recognize what are risky situations and how they can be avoided while at school (i.e., teasing, bullying)

Benchmark Indicator 2.3.1.c. Identify sources to ask for help in an emergency or crisis.

Knows appropriate sources of help in emergency and non-emergency situations.

- Recognize the difference between emergency and non-emergency Situations
- Identify different people that you could ask for help in a non-emergency situation (parent, teacher, adult, friend)

Grade One
Grade Level Expectations and/or Benchmarks

Benchmark Indicator 2.3.1.d. Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances.

Understands the physical and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances.

- Identify a variety of substances that could be harmful to your health
- List strategies to avoid dangerous substances

Health & Fitness EALR 3.0 – The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: Understand how environmental factors affect one’s health.

Benchmark Indicator 3.1.1 – Identify environmental factors that affect health.

Understand how different environmental factors affect health.

- Identify different sources of air and water pollution that are harmful to a healthy body

Component 3.2: Gather and analyze health information.

Benchmark Indicator 3.2.1.a. Determine reliable sources of health information.

Understand reliable sources of health information.

- Identify the differences between reliable and unreliable sources of health information and provide two examples of each

Benchmark Indicator 3.2.1.b. Identify messages about safe and unsafe behaviors.

Understand how media provides information related to safe or unsafe behaviors that impact overall health.

- Identify different advertisements that are untruthful or stretching the truth

Benchmark Indicator 3.2.1.c. Demonstrate the ability to practice health-enhancing behaviors and reduce risks.

Understand health enhancing behaviors and risk reduction.

- Demonstrate different ways that you can be safer in your daily life (i.e. looking both ways to cross)
- List the different healthy behaviors that you do each day (i.e., brushing your teeth, getting enough sleep)

Component 3.3: Use social skills to promote health and safety in a variety of situations.

Benchmark Indicator 3.3.1.a. Express emotions constructively and form safe and respectful relationships.

Express emotions appropriately to form safe and respectful relationships

- Demonstrate four different emotions and ways in which they can be expressed appropriately
- Explain how one should treat others with respect

Grade One
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Benchmark Indicator 3.3.1.b. Recognize social skills to keep out of trouble and resist pressure from others.

Recognize social skills to keep out of trouble and resist pressure from others.

- Choices: decision making; avoidance, peer pressure

Component 3.4: Understand how emotions influence decision-making.

Benchmark Indicator 3.4.1 Recognize a variety of emotions and how they affect self and others and develop strategies about how to act in emotional situations.

Recognize a variety of emotions and how they affect self and others and develop strategies about how to act in emotional situations.

- Explain how personal emotions affect self and others throughout the day

Health & Fitness EALR 4.0: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: Analyze health and safety information.

Benchmark Indicator 4.1.1 Identify how fitness and healthy living are important for life goals.

Understand the relationship between home activities and health and fitness.

- Identify and record home activities and how they are improving their health and fitness

Component 4.2: Develop a health and fitness plan and a monitoring system.

Benchmark Indicator 4.2.1 Set daily goals for improving health and fitness practices.

Understands the relationship between fitness testing and goal setting.

- Participates in fitness testing and receives results evaluating their performance