

- Applies concepts (line, shape, color, space form, texture)
- Experiences a variety of art media and techniques (clay, paint, paper)

## **MUSIC**

*The student understands and applies music knowledge and skills*

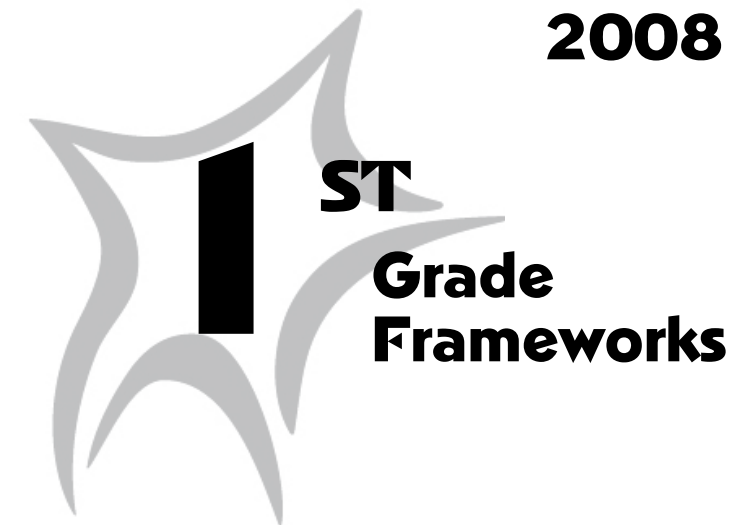
- Distinguishes between loud/soft, high/low, and fast/slow
- Differentiates between upward and downward melody
- Sings and matches pitch
- Echoes melodic and rhythmic phrases

## **CHARACTERISTICS OF A SUCCESSFUL LEARNER**

Respects others  
 Respects those in positions of supervision  
 Accepts responsibility for choices and behavior  
 Works cooperatively with others  
 Follows classroom and school rules  
 Follows directions  
 Uses independent time effectively  
 Actively participates  
 Completes work on time  
 Work is done neatly  
 Demonstrates good organization skills  
 Meets homework requirements  
 Comes to class prepared

*For more information, visit [www.cvsd.org](http://www.cvsd.org) and click on Learning and Teaching*

**2008**



**E**ducating a child is a responsibility shared by the student, school, family and community. As a parent, you can play an important role in the educational success of your child. The First Grade Frameworks is a tool created to help you to better understand what your child is expected to learn at each grade level. These Frameworks form the foundation for student learning in the Central Valley School District.

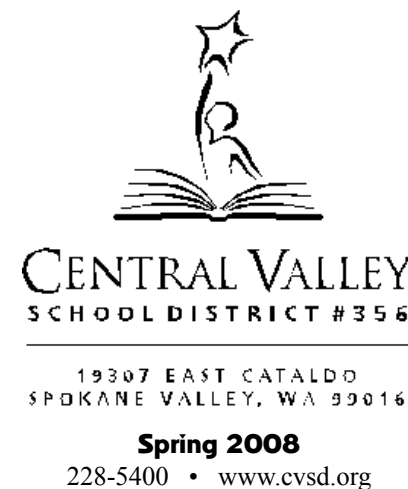
## **READING**

*The student understands and uses different skills and strategies to read*

- Applies phonics skills (sounding out words, blending sounds, rhyming...)
- Uses context clues
- Understands and applies concepts of print
- Reads fluently
- Reads grade level sight words
- Demonstrates an understanding of vowel patterns and word families
- Demonstrates good listening habits through eye contact, facing the speaker and attentive posture

*The student understands the meaning of what is read*

- Applies strategies to predict and confirm meaning
- Uses vocabulary to comprehend text
- Understands story sequence
- Understands story elements (main idea, character, setting, problems, solutions)
- Retells simple stories and information which were presented out loud
- Reads and follows simple instructions
- Uses how, why, and what-if questions to discuss text
- Predicts what the story is about based on prior knowledge, picture clues, and title
- Makes comparisons between stories



*The student reads different materials for a variety of purposes*

- Reads to gain information
- Reads to solve a problem
- Read a variety of writing types (fiction, non-fiction, poetry)

## **WRITING**

*The student understands and uses a writing process*

- Prewrites — plans for writing
- Drafts — includes more than one sentence
- Revises — reads own writing, adds or deletes ideas with guidance
- Edits — uses a simple checklist for conventions with guidance
- Publishes — completes and shares finished work with audience

*The student understands the writing process to final draft form*

- Develops an idea or item of information beyond one sentence, adding some details of description or explanation

*The student writes clearly and effectively*

**Content (focus, ideas, message)**

- Topic is focused
- Ideas are elaborated with some detail of description
- Message is clear

**Organization (order, transitions)**

- Includes a beginning, middle and end for a written piece
- Simple sentences are sequenced with some logical development
- Uses simple conjunctions as transitions (e.g. then, now and and)

**Style (word choice, sentence fluency, voice)**

- Uses descriptive words in writing
- Can write sentences expressing complete thoughts
- Feeling comes through in writing

**Conventions**

- Conventions of punctuation, directionality, spacing and letter formation ensure work is legible
- Spells correctly in writing using phonemic patterns and grade level sight words

**Penmanship/Handwriting**

- Prints legibly (form, size and spacing)

## **COMMUNICATION**

*The student uses listening and observation skills to gain understanding*

*The student communicates ideas clearly and effectively*

## **MATH**

*The student understands and applies the concepts and procedures of mathematics*

**Number Sense**

- Reads and writes numbers into the hundreds
- Counts by 1\_s, 2\_s, 5\_s and 10\_s
- Represents numbers to 100 in different ways
- Orders numbers between 1-100
- Adds and subtracts whole numbers at least through sums of 12
- Tell time to the nearest hour
- Identifies coins and count money (quarters, dimes, nickles, pennies)
- Fills in missing numbers in a sequence, 1-100
- Reads and writes two-digit numbers in isolation
- Identifies odd and even numbers
- Uses comparative language (less than, more than, equal to) to compare numbers to at least 100

**Measurement: weight, length, area, volume, time, temperature**

- Tell time to the nearest hour
- Identifies coins and counts money (quarters, dimes, nickles, pennies)

**Geometric Sense: type, color, shape, like sets**

- Identifies 3-dimensional geometric shapes (sphere, cube and cone)

**Probability and Statistics: sorts, classifies, graphs**

- Interprets simple real world information using charts, graphs, and tallies

**Algebraic Concepts: patterns, equality, inequality**

- Writes equivalent expressions to twelve (12, 10+2, 6+6)
- Solves one-step word problems after determining whether to add or subtract
- Solves problems involving pattern
- Solves problems involving pattern identification, completion and construction (2, 4, \_\_, 8)

*The student uses mathematics to define and solve problems*

- Applies math strategies to solve problems
- States problem in own words
- Uses estimation to problem solve
- Explains thinking using numbers, pictures and words
- Solves problems from number stories by creating pictures and number models

## **SOCIAL STUDIES**

*The student understands and uses main concepts and ideas related to:*

**Families In Our Community**

- Distinguishes between the roles and responsibilities of family members
- Explains the importance of respect for others
- Explains how families can work together for the good of their community.
- Identifies needs and wants of families
- Describes the choices families make to meet their needs and wants
- Describes various forms of technology that families use to obtain food, clothing, shelter, transportation and leisure activities
- Explains how technology influences families' way of life
- Sequences events that can occur in a family
- Describes ways in which families can change over time
- Distinguishes between past family events and present family events

**Families In Other Places**

- Compares and contrasts needs and wants between families in their community and families in other places
- Uses simple maps and charts to collect information
- Explains how the geographic place influences the families' way of life
- Identifies how families in other places have adapted to their environment to meet their needs and wants

## **SCIENCE**

*The student understands and uses the scientific method and process skills used to study main concepts and ideas related to:*

GEOLOGICAL TIME

ORDER

POPULATION

Scientific Method

- Develop a problem statement
- Design a procedure
- Form a hypothesis
- Make observations
- Draw conclusions
- Make inferences
- Apply

Process Skills

- Observe
- Communicate
- Compare
- Organize
- Understand relationships

## **Health and Fitness**

*The student acquires the knowledge and skills necessary to maintain an active and healthy life*

- Develops and demonstrates mature movement and manipulative skills
- Identifies basic concepts of fitness: strength, stretching and heart rate
- Identifies the benefits of physical activity
- Identifies the basic functions of the skeletal, muscular, cardio-vascular and digestive systems and how they are affected by exercise
- Describes the food groups on the Food Guide Pyramid and how they support good helath
- Distinguishes between healthy and unhealthy choices
- Demonstrates safe play, following directions, respect, cooperation and sportsmanship in a safe and fun environment

## **LIFE SKILLS**

- Personal Safety
- Drug/Alcohol Abuse/Prevention
- Demonstrates proper awareness of personal space and safety environment
- Shows respect and accepts diversity
- Recognizes and demonstrates methods to resolve conflicts

## **TECHNOLOGY**

*The student understands and uses technology to gather information and problem solve*

- Uses technology as a means of communicating and problem solving
- Explores computer keyboarding skills (typing) and word processing
- Accesses computer hardware and software
- Explores technology to develop problem solving skills (calculators, tape recorders, computers)
- Demonstrates an understanding that the Internet is a form of communication and a source of information
- Practices Internet Safety

## **ART**

*The student understands and applies arts knowledge and skills*

- Identifies and uses tools and media in a safe and responsible manner
- Uses knowledge of primary colors to create secondary colors