



Grade one students in the Schenectady City School District are screened three times per year for literacy and math to ensure that they are on track for proficiency.

### **Grade 1**

### **LITERACY AND MATH SCREENING MEASURES**

Grade 1 students are screened three times per year using the STAR Early Literacy Assessment which assesses early literacy and math skills.

Diagnostic screening tools are used three times a year to assess phonemic awareness and phonics development as well as to determine if students require additional support or teaching to build foundational reading skills.

New York State learning standards outline what a student should know and be able to do by the end of the grade level or band. There are also skills that a well-rounded students should possess. Listed below are examples of the **Schenectady City School District Academic Expectations for First Grade Students**. These should be viewed holistically and are not meant to determine promotion or retention. A student may demonstrate or be on track for proficiency without having mastered every skill. Teachers intervene as appropriate to support skill development.

### **READING**

- Blend & segment sounds in spoken, one-syllable words (cat=/k//a//t/)
- Know two letter combinations (digraphs) that make a new sound (sh, th, ph, ch)
- Count, blend and segment single syllable words that include consonant blends (stop, blast, flip)
- Read regularly spelled, one-syllable words (tock, sit, run)
- Use understanding that syllables must have vowel sounds to determine the number of syllables in words (back/pack)
- Know final -e rule and common vowel teams (oo, ea)
- Read words with inflectional endings (-s, -es, -ed, -ing)
- Manipulate individual sounds (phonemes) to create new words in spoken one syllable words
- Break two syllable words into separate syllables to decode
- Read and understand grade 1 literature (fiction) and informational (nonfiction) texts and explain major differences between the types of texts
- Read beginning reader texts, appropriate to student ability, with sufficient accuracy, rate and expression
- Read with enough accuracy and fluency to support comprehension
- Identify and retell key ideas, reasons, supporting details, central message
- Identify text features and story structure
- Makes connections between self, text, and the world

### **WRITING AND LANGUAGE**

- Form upper- and lower-case letters legibly
- Use parts of speech appropriately when writing and speaking
- Use end punctuation (periods, question marks)
- Spell words with common spelling patterns (top) and irregular high frequency words (the)
- Write an opinion piece and supply a reason(s) for the opinion
- Write an informative piece and provide facts about the topic
- Write a narrative and sequence events
- Create a response to a text, author, or personal experience
- Develop questions and participate in shared research and explorations to build knowledge
- Answer questions in a variety of ways by recalling and representing relevant information from experiences and provided sources

### **VOCABULARY**

- Determine the meaning of unknown or multiple-meaning words in gr 1 texts
- Sort words into categories (colors, clothing, spelling patterns)
- Define words by category & key attributes (a duck is a bird that swims)
- Recognize shades of meaning in vocabulary terms (large vs gigantic)
- Use multiple strategies to identify meaning of a word (context clues, root words)

TIPS FOR PARENTS

Set aside daily time for reading. Ask students questions about the books they have chosen. Read the book to yourself to foster better conversations.

Encourage students to select books about science, history, art, music, and famous people. Building background knowledge is important for comprehension.

Expect students to write daily, using the strategies they learn in school. Writing about what they read improves comprehension.

Play word games like “I Spy” to encourage oral language and build vocabulary.

Keep a “word log” for new words your child discovers.

Practice basic math facts by posing problems to solve mentally. Expect a quick response.

Involve your student in tasks at home that require math like cooking, measuring, building, etc.

Allow students to make a mistake and problem-solve a better solution.

Ask your child to communicate and defend their thinking on various topics.



SPEAKING AND LISTENING

- Express thoughts, ideas, feelings clearly with relevant details and complete sentences appropriate to task
- Follow agreed-upon rules of conversation (e.g., take turns speaking)
- Ask/answer questions to demonstrate understanding of texts read aloud and to clarify confusion
- Build upon others’ talk in conversation by responding to comments with multiple exchanges
- Consider individual differences when communicating with others
- Speak in complete sentences when appropriate
- Participate in collaborative conversations with diverse peers and adults during play

MATH

- **Grade Level Fluencies:** Add and subtract within 10
- **Geometry:** Reason with shapes and their attributes
- **Operations and Algebraic Thinking**
  - Represent and solve problems involving addition and subtraction
  - Understand and apply properties of operations
  - Add and subtract within 20
  - Demonstrate understanding of addition and subtraction equations
- **Number and Operations in Base Ten**
  - Count to 120
  - Use understanding of place value and properties of operations to add, subtract
- **Measurement and Data**
  - Measure lengths using repeated objects as units
  - Tell and write time to the nearest half hour
  - Recognize and identify coins, their names, and their values
  - Represent and interpret data

SCIENCE

- Understand Living Environment and/or the Physical Setting concepts: sunshine and shadows; organisms; solids and liquids; human body
- Use scientific equipment to take scientific measurements, including units
- Recognize that objects have properties that can be observed, described, and/or measured (length, width, volume, size, etc.)
- Make measurements using nonstandard units and standard metric units
- Use scientific inquiry to demonstrate understanding of the scientific process and science concepts

SOCIAL STUDIES

- Develop awareness of cultural identity within the American culture
- Recognize forms of historical sources (photos, artifacts, maps)
- Compare the cultural similarities and differences between various ethnic and cultural groups found in New York
- Understand concepts of geography, economics, history that apply to their family and other families from history
- Explain how they are citizens of their local and global communities
- Examine that governments exist at the local, state, and national levels to represent the needs of the people, create, and enforce laws, and help resolve conflicts
- Use cardinal directions within the classroom and use maps as tools to locate important places
- Governments exist at the local, state, and national levels to represent the needs of people, create and enforce laws, and help resolve conflicts
- Provide examples of scarcity by identifying wants that exceed resources

MUSIC

- Maintain tone, pitch, rhythm, tempo, and dynamics while singing
- Describe music in terms related to the basic elements such as melody, rhythm, harmony, form, and style
- Use instruments in creating and performing music
- Identify a basic repertoire of songs from various world cultures

ART

- Make independent decisions guided by Elements/Principles of Art
- Develop technical skills, select materials/tools/media to serve creative intent
- Examine, reflect, interpret artwork, making and explaining inferences
- Explore, explain art/history relationships between different cultures

PHYSICAL EDUCATION

- Perform basic motor and manipulative skills
- Show competence in a variety of physical activities
- Demonstrate safe, responsible, personal, and social behavior