

## **SCIENCE**

### Inquiry Standards

- Asks questions about objects, organisms, and events in the environment
- Plans and conducts a simple investigation
- Employs simple equipment and tools to gather data and extend the senses
- Uses data to construct a reasonable explanation
- Introduce concepts of scientific inquiry
  - Form hypothesis
  - Design investigation
  - Collect data
  - Analyze
  - Interpret results
- Integrate scientific concepts into literacy program
  - Informational reading/read-a-louds
  - GLAD

### Oregon State Science Standards

- Describes how things change and stay the same over time
- Recognizes that an individual's actions can affect the world around them
- Knows that materials can be recycled and used again in different forms
- Knows that models help explain the world around us
  - Know that a map represents a real place
- Views himself or herself as a scientist
- Describes and uses tools scientists use to observe, measure, and create

## **MATH**

Uses numbers and symbols to define, communicate, and solve problems

### Number Operations and Algebra

- Addition and Subtraction
  - Develop a sense of whole numbers and represent and use them in flexible ways, including composing and decomposing numbers
  - Use and develop strategies for single digit addition and subtraction
  - Mentally add 10 to a single digit number
  - Find sums and differences less than 100
  - Supply a missing element in a number pattern involving addition or subtraction by a single digit number (up to 10)
  - Construct and solve simple number sentences involving sums to 9 and related subtraction facts using concrete objects, pictures, or symbols
  - Understand the meaning of "equals" or "the same as" and uses the symbol: =
- Grouping
  - Establish fluency with basic number combinations to 9

- Order 1<sup>st</sup> through 10<sup>th</sup> in numeric or word form
- Identify elements that do not belong in a pattern
- Analyze how a repeating pattern is generated
- Extend and create patterns involving 3 elements sharing a common attribute (e.g. color, shape, number, or letter) using concrete models or objects
- Estimate objects up to 20
- Skip Counting
  - Count by 5s and 10s to 100

## Geometry

- Shapes
  - Sort and classify objects according to attributes
  - Identify, describe, and classify triangles, rectangles, squares, circles, and ovals
  - Recognize shapes in the environment
  - Arrange and describe objects in space by their relative position (e.g. near, far, below, above, up, down, next to, behind, in front of, left of or right of, etc.)
  - Create repeating geometric shapes using manipulatives (e.g. two triangles can make a square)

## Measurement

- Length
  - Compare and order objects according to measurable attributes (e.g. long, short, etc.)
  - Begin to use measurement tools, including rulers and unifix cubes
  - Know terms used to describe distance
- Weight
  - Compare and order objects according to measurable attributes (e.g. heavy, light, etc.)
- Money
  - Identify and name the value for all coins and make equivalent amounts up to 25¢
  - Make amounts up to 25¢
- Time
  - Tell time to the nearest hour and half hour using digital and analog
  - Identify and name days of the week and months and interpret calendar information
  - Understand calendar time (e.g. days, weeks, months, years)

## Problem Solving

- Graphs and Pictographs
  - Represent data using concrete objects and pictographs
  - Pose and answer questions about data in pictographs and bar graphs (e.g. most, least, etc.)
  - Begin to solve simple problems using story boards, objects, or drawings

## **READING**

Decoding skills vocabulary development, comprehension and appreciation of literature

### DRA

- Developmental Reading Assessment

### Reading Engagement/Attitude

- Sustains independent reading for up to 15 minutes
- Participates in whole-group read-a-louds

### Oral Reading Fluency

- Read written directions, signs, captions, warning labels, informational books
- Alphabetize a list of words by the first letter
- Read and understand simple one-step written directions
- Obtain information from print illustrations
- Generate the sounds from all the letters and letter patterns including consonant blends, long and short vowel patterns, and then blend those sounds into recognizable words
- Use knowledge of vowel digraphs and r-controlled letter sound associations to read words (-ea in beat and ea- in ear)
- Read compound words and contractions
- Read inflectional forms (-s, -ed, -ing) and root words (look, looked, looking)
- Read common word patterns (-ate in gate and late)
- Read common irregular sight words accurately and fluently (the, said, of, etc.)
- Read Dolch sight words from Pre-Primer, Primer, and First Grade lists

### Comprehension/Re-telling

- Describe new information gained from text in own words
- Answer simple comprehension questions in writing
- Understand, learn, and use new vocabulary introduced and taught directly through teacher-read and student-read texts
- Use context to understand word and sentence meanings
- Retell the main events of the story, describing beginning, middle, and end
- Sequence the events in the story

### Interpretation

- Predict and justify what will happen next in stories
- Discuss "how," "why," and "what if," questions when making interpretation

### Reflection/Metacognitive Awareness

- Relate prior knowledge and make connections to a story or informational text
- State reasonable intent of author's purpose

### Book Selection

- Distinguish a fiction from a non-fiction text
- Locate title, name of author, illustrator, and table of contents
- Independently picks "Just Right" books

### Monitoring and Self Corrections

- Recognizes errors when reading independently and uses strategies to self-correct

- Monitors for understanding and uses strategies to comprehend when text is confusing

#### Problem Solving Unknown Words

- Use letter-sound correspondence knowledge to sound out unknown words
- Create and state a series of rhyming words including consonant blends
- Distinguish initial, medial, and final sounds in single-syllable words
- Distinguish long and short vowel sounds in stated single-syllable words (e.g. bit/bite or mat/mate)
- Count the number of syllable sounds in a word
- Orally blend 2 to 4 spoken phonemes into recognizable words (/c/ /a/ /t/ = cat)
- Orally segment single-syllable words into their components (cat = /c/ /a/ /t/)
- Add, delete, or change target sounds to change words (cow to how)
- Classify categories of words, including parts of speech and word families

#### Printed Language Concepts

- Identify letters, words, and sentences
- Match oral words to printed words
- Recognize that sentences start with capital letters and end with punctuation

## **WRITING**

Composition, grammar, spelling, handwriting, use of language, and the writing process

#### Brainstorming

- With assistance, discuss ideas and select a focus when writing

#### Drafting

- With assistance, compose fairly readable first drafts
- Develop an idea with an identifiable beginning, middle, and end
- Sequence two or more events
- With assistance, gather information about a topic and sort it into major categories
- Write brief stories that describe an experience
- Write simple expository descriptions of a real object, person, place, or event
- Write simple directions
- Discuss and write about books read during the year

#### Revising and Editing

- With assistance, change basic ideas and words in first drafts

#### Voice

- With assistance, write for different purposes and to a specific audience

#### Word Choice

- Use descriptive words
- Write in complete sentences and distinguish whether simple sentences are incomplete or fail to make sense

#### Spelling

- Spell correctly 3 and 4 letter short vowel words
- Spell correctly the 21 "No Excuse Words" from Sitton Spelling Program
- Use spelling/phonics-based knowledge to spell independently when necessary

## Handwriting

- Print legibly and space letters, words, and sentences appropriately

## Conventions

- Correctly use periods, exclamation points, and question marks at the end of sentences
- Capitalize the first word of a sentence, names of people, and the pronoun "I"
- Identify and correctly write singular and plural nouns
- Identify and correctly write simple possessive pronouns (e.g. my/mine or his/hers)

## **SOCIAL SKILLS**

### Empathy and emotional management

### Problem Solving/Impulse Control

- Practice interpersonal communication skills, including conflict resolution
- Identify a problem in the environment
- Understand the difference between a problem and a solution
- Identify the concept of empathy
- Explain why laws/rules are made and who makes them
- Identify voting as a decision-making tool

### Shows Respect

- Understand responsibilities and relationships of community and family
- Value good character traits
- Differentiate between "question" and "comment"
- Identify differences and similarities among people, communities, and countries
- Identify and give examples of authority figures in home, school, community
- Listen to and retell stories about people (both past and present) who showed honesty, courage, and responsibility.
- Understand appropriate behavior in relating to others
- Understand expectations in school and at home
- Understand the effects of name-calling, labeling, and harassing

### Makes Good Decisions

- Identify opportunities for leadership and public service in own classroom and school community
- Learn how to coexist in classroom ("jobs to do in class")
- Show good citizenship and appropriate ethics
- Understand purpose of rules and practicing self control
- Understand responsibilities for self

## **SPEAKING**

### Uses language to communicate ideas effectively

- Recite poems, rhymes, songs, stories
- Retell stories
- Relate an important life event or personal experience in a simple sequence

- With guidance, use descriptive words when speaking about people, places, things, and events
- Speak clearly and look at listeners

Speaks on topic

- Stays on topic while speaking

## **LISTENING**

Is attentive when others are speaking

- Listen attentively
- Follow simple 2-step directions

Shows evidence of listening through summarizing and questioning

- Ask questions for clarification and understanding
- Give and restate simple 2-step directions

## **SOCIAL STUDIES**

Participates in all activities

Participates in discussions

Understands concepts

- Understand diverse perspectives and historical interpretations on important holidays
- Identify American songs and symbols
- Explain that people exchange goods and services to get the things they want and need
- Begin to identify, gather, and evaluate information as a group
- Know the four cardinal directions
- Draw simple maps that show how land is used in the school and local community
- Begin to understand how people change the land for different reasons and recognize how changes in the land affect people
- Describe simple differences and similarities between ways people live in cities and on farms

## **HEALTH**

Participates in all activities

Participates in discussions

Understands concepts

- Identify healthful foods and nutritional issues
- Identify body warning signs related to illness and injury
- Understand how healthy living habits relate to physical fitness
- Recognize and identify internal and external body parts
- Recognize controllable health risks caused by communicable disease and infection
- Be familiar with health risks associated with tobacco, alcohol, and other drugs
- Identify a safe personal and school environment
- Understand and demonstrate rule and procedures to personal and school safe living (e.g. fire and earthquake drills)

- Understand stranger danger
- Maintain healthy grooming habits
- Know the benefits of doctors and checkups
- Identify health products for the care of teeth and gums

## **ART**

Participates in all activities

Participates in discussions

Understands concepts

- Create, present, and perform works of art
- Apply the use of ideas, techniques, and problem solving to the creative process and analyze the influence that choices have on the results
- Express ideas, moods, and feelings through the arts and evaluate how well a work of art expresses one's intent
- Evaluate one's own work, orally and in writing
- Apply critical analysis to works of art
- Respond to works of art and give reasons for preferences
- Understand the interrelationships among art forms
- Understand how the arts can reflect the environment and personal experiences within a culture

## **PE**

Participates in all activities

Participates in discussions

Understands concepts

- Demonstrate knowledge of a variety of motor skills
- Understand and apply physical education vocabulary as it applies to movement concepts
- Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity
- Understand and apply safety in movement activities
- Understand that history and culture influence games, sports, play, and dance

## **MUSIC**

Participates in all activities

Participates in discussions

Understands concepts

- Understand elements of music: rhythm, melody, harmony, dynamics, tempo
- Able to note read not on the grand staff
- Demonstrate skills in basic instrument playing (e.g. bells, rhythm instruments, marimbas)
- Demonstrate understanding of note spacing (e.g. steps and skips and chords versus arpeggios)

- Sing songs in rounds, chorus and versus and in song structures like chants with echo, call and response, group song writing, and group singing with no parts
- Exposure to types of music including jazz, classical, world, folk, bluegrass, and the types of musical instruments used in these styles

## **TECHNOLOGY**

Participates in all activities

Participates in discussions

Understands concepts

- Understand technology is and begin to use technology as a tool to access, research, and communicate ideas and information