



## GRADE LEVEL EXPECTATIONS

New York State learning standards outline what a student should know and be able to do by the end of the grade level. There are also additional skills that a well-rounded student should possess. Listed below are examples of the Batavia City School District's 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 skills development.

### READING

- Blend & segment sounds in spoken, one-syllable words (e.g., cat=/k//a//t/)
- Know two letter combinations that make a new sound (e.g., sh, th, ph, ch)
- Read regularly spelled, one-syllable words (e.g., tock, sit, run)
- Use understanding that syllables must have vowel sounds to determine the number of syllables in words (e.g., back/pack)
- Know final -e rule and common vowel teams (e.g., oo, ea)
- Read words with inflectional endings (e.g., -s, -es, -ed, -ing)
- 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
- Read and understand grade 1 literature and informational texts

### WRITING AND LANGUAGE

- Form upper and lower-case letters legibly
- Use parts of speech appropriately when writing and speaking
- Use end punctuation (e.g., periods, question marks)
- Spell words with common spelling patterns (e.g., top) and irregular high frequency words (e.g., 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

### VOCABULARY

- Determine the meaning of unknown or multiple-meaning words in gr 1 texts
- Sort words into categories (e.g., colors, clothing, spelling patterns)
- Define words by category
- Recognize shades of meaning in vocabulary terms (large vs. gigantic)

### LISTENING & SPEAKING

- Follow agreed-upon rules of conversation (e.g., take turns speaking)
- Ask/answer questions to demonstrate understanding of texts read aloud
- Speak in complete sentences when appropriate

### SOCIAL STUDIES

- Understand that families are a basic unit of all societies
- People of diverse groups share beliefs, customs, and traditions, which create a multicultural community
- Develop awareness of America's diversity fosters multicultural understanding
- Children can problem solve, make decisions, and resolve conflicts
- Understand that producers makes goods/provides service. A consumer uses/benefits from goods/services. People/families work to earn money and purchase goods/services. People make decisions about how to spend/save money earned.

# GRADE 1

## Grade 1 Literacy Screening Measures

### Regional ELA Assessment

- Measures reading foundational skills

### Guided Reading Assessment (GRA )

- Measures oral reading and reading comprehension

### Word Knowledge Assessment

- Measures -skills in phonological awareness and phonics (spelling)

### Being a Writer Assessment

- Measures ability to use a combination of drawing, speaking and writing to clearly describe an event

## Grade 1 Math Screening Measures

### Regional Math Assessment

- Measures math proficiency of grade level expectations within the following areas: fluency, operations and algebraic assessment, number and operations in base ten and measurement and data.

### Module Assessments

- Measure the level of proficiency that has been obtained at the end of a specific unit of study.



Office of Curriculum and Instruction  
Batavia City School District

## GRADE 1 Tips for at Home:

-Read to your student every day; choose books with rich vocabulary. Ask questions about the text.

-Listen to your student read aloud; choose books with simple, easy to stretch out words while s/he is first learning. Encouraging your child to monitor while reading and ask him/herself does this look right, sound right or make sense?

-Help your student practice high frequency words using word lists from school.

-Look for patterns and practice sorting words into categories (e.g., shape, color, size, type). Practice sorting assigned spelling words into patterns (e.g., words that end in -at, words that start with sh-).

-Expect your child to write each day; ask him or her to use the strategies being learned in school.

Practice adding and subtracting within 10 by using flash cards.

-Pose addition and subtraction problems to your child verbally, expecting a quick response.

-Ask your student to name and tell the value of coins.



### 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

-Can identify partners to ten to use for addition and subtraction

-Understand and apply properties of operations

-Add and subtract within 100

-Demonstrate understanding of addition and subtraction equations

#### Number and Operations in Base Ten Count up to 120

-Use understanding of place value and properties of operations to add, subtract using strategies

-Is able to compare two digit numbers

#### Measurement and Data

-Measure lengths using repeated objects as units

-Make measurements using nonstandard units and standard metric units

-Tell and write time to the nearest half hour

-Recognize and identify coins, their names, and their values

-Represent and interpret data

### SCIENCE

-Use scientific inquiry to demonstrate understanding of the scientific process and science concepts

-Understand what a habitat is and identify different types of habitats including plant and animal life

-Explore patterns and cycles of space including: moon, sun, stars and planets

-Plan and conduct investigations to sort and classify objects that make sound and/or light

-Describe the systems of the human body and how the systems work together to make a functioning human body

-Learn about the structures and functions of mammals, animals have external parts that help them survive and that human problems can be solved by mimicking how plants and animals survive

### STEAM

-Explore science using Next Generation Science Standards

-Experiment and explore various engineering concepts

-Further explore and build upon the concept of block coding using robotics

-Create projects using artistic concepts

-Utilize math concepts such as directionality, counting, shapes, measurement, etc

### 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 art history, artists, and cultures

### MUSIC

-responsible, personal and social behavior

-Follow agreed-upon rules of conversation (e.g., take turns speaking)

-Ask/answer questions to demonstrate understanding of texts read aloud

-Speak in complete sentences when appropriate

### Library

-Describe the job of the author and illustrator

-Distinguish between fiction and non-fiction texts

-Point to and name the front cover, back cover, spine and title page of a book

-Describe the characters and setting of a story, put the plot in order from beginning to end.

-Study in depth the author of the year and describe the similarities and differences between their books

### PHYSICAL EDUCATION

-Perform basic motor and manipulative skills

-Show competence in a variety of physical activities

-Demonstrate safe behavior

