



**Manhattan Beach
Unified School District**

CONTENT STANDARDS

GRADE ONE

ENGLISH-LANGUAGE ARTS

MATHEMATICS

SCIENCE

HISTORY-SOCIAL SCIENCE

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

GRADE ONE

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

1.1	Match oral words to printed words.
1.2	Identify the title and author of a reading selection.
1.3	Identify letters, words, and sentences.

Phonemic Awareness

1.4	Distinguish initial, medial, and final sounds in single-syllable words.
1.5	Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).
1.6	Create and state a series of rhyming words, including consonant blends.
1.7	Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
1.8	Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
1.9	Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).

Decoding and Word Recognition

1.10	Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
1.11	Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). [<i>Read the first 100 priority sight words. (CRLP¹)</i>]
1.12	Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.
1.13	Read compound words and contractions.
1.14	Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).
1.15	Read common word families (e.g., <i>-ite, -ate</i>).
1.16	Read aloud with fluency in a manner that sounds like natural speech. [<i>60 words per minute. (CRLP¹)</i>]

Vocabulary and Concept Development

1.17	Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).
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2.0 Reading Comprehension

Structural Features of Informational Materials

2.1	Identify text that uses sequence or other logical order.
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Comprehension and Analysis of Grade-Level-Appropriate Text

2.2	Respond to <i>who, what, when, where, and how</i> questions.
2.3	Follow one-step written instructions.
2.4	Use context to resolve ambiguities about word and sentence meanings.
2.5	Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
2.6	Relate prior knowledge to textual information.
2.7	Retell the central ideas of simple expository or narrative passages.

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

3.1	Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
3.2	Describe the roles of authors and illustrators and their contributions to print materials.
3.3	Recollect, talk, and write about books read during the school year.

WRITING

1.0 Writing Strategies

Organization and Focus

1.1	Select a focus when writing.
1.2	Use descriptive words when writing.

Shading indicates ESSENTIAL State of California Content Standards suggested by California Association of Resource Specialists and Special Education Teachers (CARS+) and the Association of California School Administrators (ACSA) and approved by the California Department of Education.

¹CRLP - California Reading and Literature Project

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS *continued*

GRADE ONE

WRITING *continued*

1.0 Writing Strategies *continued*

Penmanship

1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Write and speak in complete, coherent sentences.

Grammar

1.2 Identify and correctly use singular and plural nouns.

1.3 Identify and correctly use contractions (e.g., *isn't*, *aren't*, *can't*, *won't*) and singular possessive pronouns (e.g., *my/mine*, *his/her*, *hers*, *your/s*) in writing and speaking.

Punctuation

1.4 Distinguish between declarative, exclamatory, and interrogative sentences.

1.5 Use a period, exclamation point, or question mark at the end of sentences.

1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly. [*Spell at least the first 50 priority words. (CRLP¹)*]

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Comprehension

1.1 Listen attentively.

1.2 Ask questions for clarification and understanding.

1.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

1.4 Stay on the topic when speaking.

1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications (Genres and Their Characteristics)

Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:

2.1 Recite poems, rhymes, songs, and stories.

2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who*, *what*, *when*, *where*, *why*, and *how* questions.

2.3 Relate an important life event or personal experience in a simple sequence.

2.4 Provide descriptions with careful attention to sensory detail.

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¹**CRLP** - California Reading and Literature Project

MATHEMATICS CONTENT STANDARDS

GRADE ONE

NUMBER SENSE

1.0 Students understand and use numbers up to 100.

1.1	Count, read, and write whole numbers to 100.
1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).
1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).
1.4	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$).
1.5	Identify and know the value of coins and show different combinations of coins that equal the same value.

2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
2.2	Use the inverse relationship between addition and subtraction to solve problems.
2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number.
2.4	Count by 2s, 5s, and 10s to 100.
2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).
2.6	Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).
2.7	Find the sum of three one-digit numbers.

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

3.1	Make reasonable estimates when comparing larger or smaller numbers.
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ALGEBRA AND FUNCTIONS

1.0 Students use number sentences with operational symbols and expressions to solve problems.

1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.
1.2	Understand the meaning of the symbols +, -, =.
1.3	Create problem situations that might lead to given number sentences involving addition and subtraction.

MEASUREMENT AND GEOMETRY

1.0 Students use direct comparison and nonstandard units to describe the measurements of objects.

1.1	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.
1.2	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

2.1	Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.
2.2	Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.
2.3	Give and follow directions about location.
2.4	Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

STATISTICS, DATA ANALYSIS, AND PROBABILITY

1.0 Students organize, represent, and compare data by category on simple graphs and charts.

1.1	Sort objects and data by common attributes and describe the categories.
1.2	Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.

2.1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).
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MATHEMATICS CONTENT STANDARDS *continued*

GRADE ONE

MATHEMATICAL REASONING

1.0 Students make decisions about how to set up a problem.

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Students solve problems and justify their reasoning.

2.1 Explain the reasoning used and justify the procedures selected.

2.2 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students note connections between one problem and another.

SCIENCE CONTENT STANDARDS

GRADE ONE

PHYSICAL SCIENCES

1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:

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| a. | Students know solids, liquids, and gases have different properties. |
| b. | Students know the properties of substances can change when the substances are mixed, cooled, or heated. |

LIFE SCIENCES

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

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| a. | Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. |
| b. | Students know both plants and animals need water, animals need food, and plants need light. |
| c. | Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. |
| d. | Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). |
| e. | Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. |

EARTH SCIENCES

3. Weather can be observed, measured, and described. As a basis for understanding this concept:

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| a. | Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. |
| b. | Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. |
| c. | Students know the sun warms the land, air, and water. |

INVESTIGATION AND EXPERIMENTATION

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

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| a. | Draw pictures that portray some features of the thing being described. |
| b. | Record observations and data with pictures, numbers, or written statements. |
| c. | Record observations on a bar graph. |
| d. | Describe the relative position of objects by using two references (e.g., above and next to, below and left of). |
| e. | Make new observations when discrepancies exist between two descriptions of the same object or phenomenon. |

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS

GRADE ONE

A CHILD'S PLACE IN TIME AND SPACE

1.1 Students describe the rights and individual responsibilities of citizenship.

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| 1. | Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community. |
| 2. | Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule." |

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

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| 1. | Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. |
| 2. | Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location. |
| 3. | Construct a simple map, using cardinal directions and map symbols. |
| 4. | Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. |

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

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| 1. | Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee"). |
| 2. | Understand the significance of our national holidays and the heroism and achievements of the people associated with them. |
| 3. | Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. |

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

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| 1. | Examine the structure of schools and communities in the past. |
| 2. | Study transportation methods of earlier days. |
| 3. | Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. |

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

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| 1. | Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. |
| 2. | Understand the ways in which American Indians and immigrants have helped define Californian and American culture. |
| 3. | Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore. |

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

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| 1. | Understand the concept of exchange and the use of money to purchase goods and services. |
| 2. | Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home. |

HISTORY-SOCIAL SCIENCE ANALYSIS SKILLS (K-5):

Chronological and Spatial Thinking

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| 1. | Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. |
| 2. | Students correctly apply terms related to time, including past, present, future, decade, century, and generation. |
| 3. | Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. |
| 4. | Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. |
| 5. | Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. |

Research, Evidence, and Point of View

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| 1. | Students differentiate between primary and secondary sources. |
| 2. | Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. |
| 3. | Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. |

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS continued

GRADE ONE

HISTORY-SOCIAL SCIENCE ANALYSIS SKILLS (K-5): continued

Historical Interpretation

1.	Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2.	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3.	Students identify and interpret the multiple causes and effects of historical events.
4.	Students conduct cost-benefit analyses of historical and current events.