

Grade 1 Benchmarks for Learning



Grade 1 Navigating ASP

All information valid as of January 2015. For the most up-to-date information, the ASP Curriculum database can be accessed through: <http://asparis-public.rubiconatlas.org/>



www.asparis.org

Guidance

Academic Domain

The Academic standards for students guide the counseling program to implement strategies and activities to support and maximize student learning. Academic development includes:

1. Acquiring attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. Employing strategies to achieve success in school and choose from a wide range of post secondary options.
3. Understanding the relationship of academics to the world of work and to life at home and in the community.

Career Domain

The student content standards for career development guide the school counseling program to provide the foundation for students to acquire skills, attitudes and knowledge enabling students to:

4. Acquire skills to investigate the world of work in relation to knowledge of self as it relates to culture and family values, and to make informed career decisions.
5. Employ strategies to achieve future career goals and satisfaction.
6. Foster an understanding of the relationship between personal qualities, education, training and the world of work.

Personal/Social Domain

The content standards for personal/social development provide the foundation for personal and social growth as students progress through school and into adulthood. This domain includes the acquisition of skills, attitudes and knowledge to help students:

7. Acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.
8. Make decisions, set goals and take necessary actions to achieve goals.
9. Understand safety and survival skills.

Global Perspective Domain

The content standards for global perspective provide the foundation for counseling programs to help students acquire the skills, attitudes and knowledge to:

10. Develop an understanding of culture as a social construct.
11. Acquire an awareness of their family culture and own cultural identity.
12. Understand their host country and home(s) country's cultures.
13. Develop a personal practice for applying intercultural competence and bridging successfully across cultural difference.
14. Acquire knowledge and attitudes to manage transition effectively.

Health, Enjoyment and Social Interaction

14. They are physically active because they enjoy merely participating.
15. They feel joy as they gain competence in them.
16. They begin to function as members of a group and to work cooperatively for brief periods of time.

Physical Education

Motor Skills and Movement Patterns

1. Students show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature form in the less complex manipulative skills (e.g., underhand throw).
2. They demonstrate control in traveling, weight-bearing, and balance activities on a variety of body parts.

Movement Concepts and Tactics

3. Students identify elements of correct form for fundamental skills and use them in performance.

Physical Activity

4. Young children participate in physical activities largely because of the pleasure they experience.
5. They participate in a wide variety of gross motor activities that involve locomotion, non-locomotion, and manipulation of objects.
6. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure-time physical activity.

Physical Fitness

7. They enjoy physical activities for the pleasure experienced from simply moving and may not associate the activity with the development of physical fitness.
8. They participate in physical activity intermittently for short



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Improving Melodies, Variations, and Accompaniments

12. Students improvise "answers" in the same style to given rhythmic and melodic phrases.
13. Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

Composing and Arranging Music within Specified Guidelines

14. Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).
15. Students use a variety of sound sources when composing.

Reading and Notating Music

16. Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
17. Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.
18. Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
19. Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

Listening to, Analyzing, and Describing Music

20. Students identify simple music forms when presented aurally.
21. Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
22. Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
23. Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
24. Students respond through purposeful movement (e.g., swaying, skipping, and dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

Understanding Relationships Between Music, the Other Arts, and Disciplines Outside the Arts

27. Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.
28. Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Understanding Music in Relation to History and Culture

29. Students identify by genre or style aural examples of music from various historical periods and cultures.

Evaluating Music and Music Performances

25. Students devise criteria for evaluating performances and compositions.
26. Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Engineering Design

10. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
11. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
12. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Science, Technology, and Society

23. Distinguish between "tool" and "technique."
24. Describe examples in which tools and techniques have changed the lives of people.

Visual Art

Creating Art

1. Use observations and experiences, both spontaneously and deliberately, to plan and create art.
2. Identify the elements of art and begin to apply principles of design.
3. Create art that reflects personal observation and experience.
4. Purposefully experiment with materials and techniques to produce a range of artwork.

Historical and Cultural Context

5. Recognize that all cultures produce art.

Perception and Evaluation

6. Use the senses to make observations about works of art.
7. Use basic art concepts and vocabulary when making observations.
8. Communicate ideas and feelings about works of art.
9. Use basic art concepts and vocabulary when communicating ideas and feelings about work.
10. Use basic art concepts and vocabulary when evaluating works of art.

Connections

12. Identify art concepts that cross disciplines (e.g., pattern, shape, scale, form, balance, repetition, rhythm).
13. Demonstrate understanding of the relationship between words and images by applying text to images and images to text.
14. Describe how art enriches people's lives.
15. Identify products that artists design and make and the careers of those who make them.

Music

Singing, Alone and with Others, a Varied Repertoire of Music

1. Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

Government

18. Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.

Geometry

18. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
19. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
20. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Social Studies

Time, Continuity, and Change

1. Identify stories about past events, people, places or situations.
2. Differentiate between people, places, and events in the past, present and future.
3. Relate stories about past events, people, places, or situations to help our understanding of the past and present.

Connections and Conflict

4. Identify and describe factors that contribute to cooperation and factors that may cause conflict.

Geography

5. Describe ways in which people depend on the physical environment.
6. Explain the concept of location.
7. Use maps and graphs, tables, and diagrams to read and display geographic information.
8. Describe the influence of landforms and geographic features on human population and cultures.
9. Differentiate between ways in which people from different cultures think about and adapt to the physical environment.

Culture

10. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.
11. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.

Structure, Function, and Information Processing

5. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Space Systems: Patterns and Cycles

8. Use observations of the sun, moon, and stars to describe patterns that can be predicted.
9. Make observations at different times of year to relate the amount of daylight to the time of year.

Language Foundations

Conventions of Standard English

40. Print all upper- and lowercase letters.
41. Use common, proper, and possessive nouns.
42. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop).
43. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
44. Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
45. Use frequently occurring adjectives.
46. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
47. Use determiners (e.g., articles, demonstratives).
48. Use frequently occurring prepositions (e.g., during, beyond, toward).
49. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Number and Operations in Base Ten

9. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
10. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones – called a "ten."
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
11. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
12. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Science

Waves: Light and Sound

1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
4. Give two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
14. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Fluency

25. Read on-level text with purpose and understanding.
26. Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
27. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

28. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
29. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
30. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
31. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
32. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
33. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
34. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Vocabulary Acquisition and Use

50. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.
51. With guidance and support from adults, demonstrate understanding of nuances in word meanings.

Listening and Speaking Comprehension and Collaboration

35. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
36. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
37. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

38. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
39. Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Foundations standards 1 and for specific expectations).

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English Language Arts

Reading - Literature

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Identify who is telling the story at various points in a text.
6. Use illustrations and details in a story to describe its characters, setting, or events.
7. Compare and contrast the adventures and experiences of characters in stories.
8. With prompting and support, read prose and poetry of appropriate complexity for grade.

Reading - Informational Text

9. Ask and answer questions about key details in a text.
10. Identify the main topic and retell key details of a text.
11. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
12. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
13. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
14. Distinguish between pictures or other illustrations and information provided by the words in a text.
15. Identify the reasons an author gives to support points in a text.
16. With prompting and support, read informational texts appropriately complex for Grade 1.

Foundational Skills Phonics and Word Recognition

17. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
18. Know the spelling-sound correspondences for common consonant digraphs.
19. Decode regularly spelled one-syllable words.
20. Know final -e and common vowel team conventions for representing long vowel sounds.
21. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
22. Decode two syllable words following basic patterns by breaking the words into syllables.
23. Read words with inflectional endings.
24. Recognize and read grade appropriate irregularly spelled words.

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