

## Getting Ready for First Grade

Let your child know that you value education and believe he or she can succeed in school. Find out your school's homework policy, establish routines and provide a quiet, well lit workplace. Remember that homework is your child's responsibility; help by listening carefully and asking questions rather than providing the answers. Here are some ideas on how to help your child get the most out of his or her school experience:

- Read aloud to your child and talk about books each day. You might ask about favorite parts of the story or have your child retell the story in his or her own words.
- Share everyday writing activities, such as letters, invitations, thank-you notes and grocery lists.
- Encourage reading in everyday situations, such as familiar labels at the store or signs on the street.
- Realize your child is developing as a speller and a reader— don't worry if he or she misses a word while reading or makes mistakes in writing a word. Focus on what he or she is doing well.
- Have a writing supply box available with crayons, pencils and different types of paper.
- Visit the library with your child, and ask the children's librarian for help in selecting and checking out books.
- Count things with your child: people, pennies, steps, etc.
- Play simple board and card games that involve taking turns and following rules.
- Let your child pay for an object with a dollar and count the change.
- Encourage your child to explore and explain different ways to solve arithmetic problems, rather than just drilling number facts.
- Involve your child in "real life" measuring experiences such as cooking, keeping a record of height and weight and checking the time.

## WHAT DID YOU LEARN IN SCHOOL TODAY?

What EVERY student will know and be able to do in SUSD!

### FIRST GRADE

- ◆ ENGLISH LANGUAGE ARTS
- ◆ MATHEMATICS
- ◆ SCIENCE
- ◆ SOCIAL STUDIES
- ◆ TECHNOLOGY



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Engage, educate and empower  
every student, every day.

School Year 2016-17

## A Message to the Reader

This brochure provides a summary of the standards and skills in English/Language Arts, Mathematics, Science and Social Studies that students should acquire by the end of first grade in the Scottsdale Unified School District. The brochure explains what students are expected to know and be able to do in order to be best prepared for second grade.

The performance outcomes listed in this brochure are taken from the Arizona Academic State Standards. These outcomes reflect the goals of the educational community to ensure a quality curriculum and accountability for all stakeholders in SUSD.

Note: The information in this brochure will be updated annually over the next three years to reflect SUSD's transition to the Next Generation Science Education Standards.

## English Language Arts

*By the end of the school year, my student will be able to:*

### READING

Read on-level text with purpose, accuracy and fluency (literature and informational texts).

#### Literature Texts

- identify specific instances in the text to support a clear or inferential analysis of the text; explain how point of view is developed within the text;
- identify theme/central idea; summarize without stating personal opinion; analyze plot development and how characters respond or change;
- compare and contrast texts in different forms or genres in their approaches to similar themes;

#### Informational Texts

- cite textual evidence to support analysis and inferences of the text;
- identify a central idea in a text as well as the supporting details; provide a summary of the text free from personal opinion;
- explain how the author introduces, illustrates and elaborates on a key individual, event or idea; explain how the organization and structure of the text guides understanding;
- synthesize information presented in different formats to develop a complete and logical understanding of a topic;
- identify the argument in a text, and specify the line of reasoning and key points in the text; compare and contrast two authors' approaches to the same topic;

### WRITING

- write an argument for the purpose of influencing the reader; establish and develop a controlling idea; support arguments with detailed evidence; include persuasive techniques; cite sources; provide a conclusion;
- write informative/explanatory texts; organize information and develop the topic with relevant facts; use appropriate transitions and provide a concluding statement;
- write narratives that engage and orient by establishing context, introducing a narrator and/or characters; organize an event sequence that unfolds logically; use a variety of transitions and provide a conclusion;

## English Language Arts (Continued)

- plan, revise, edit and rewrite using peer and adult feedback to develop and strengthen writing;
- conduct short research projects to answer a question using a variety of sources;

### SPEAKING AND LISTENING

- participate in collaborative conversations with peers and adults about topics/texts studied by responding to comments of others and asking questions to clear up any confusion;
- speak audibly and express thoughts, feelings and ideas clearly with descriptions and details;

### LANGUAGE

- demonstrate command of English grammar and usage when writing or speaking (e.g., use pronouns in the proper case, use intensive pronouns, recognize and correct vague pronouns and inappropriate shifts in pronoun number and person);
- demonstrate command of the conventions through correct capitalization, punctuation, and spelling (use of commas/ parentheses/ dashes to set off nonrestrictive/parenthetical elements);
- vary sentence patterns for meaning; maintain consistency in style and tone;
- spell grade-appropriate words correctly consulting references as needed;
- determine meaning of unknown and multiple-meaning words and phrases including figurative, connotative and technical meanings through the use of context, Greek or Latin affixes and roots, reference materials; analyze word choice for meaning and tone.

## Mathematics

Instructional time will focus on four critical areas: (1) developing understanding of addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing, geometric shapes.

*By the end of the school year, my student will be able to:*

### Operations and Algebraic Thinking

- represent and solve problems involving addition and subtraction;
- understand and apply properties of operations and the relationship between addition and subtraction;
- add and subtract within 20;
- work with addition and subtraction equations;

### Number and Operations in Base Ten

- extend the counting sequence;
- understand place value;
- use place value understanding and properties of operations to add and subtract;

### Measurement and Data

- measure lengths indirectly and by iterating length units;
- tell and write time;
- represent and interpret data;

### Geometry

- reason with shapes and their attributes.

### First graders will use the following eight standards for mathematical practices:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

## Science

*By the end of the school year, my student will be able to:*

- observe, ask questions and make predictions;
- participate in planning and conducting investigations, and recording data;
- organize and analyze data; compare to predictions;
- communicate results of investigations;

- identify individual and cultural contributions to scientific knowledge;
- understand the impact of technology;
- understand that basic structures in plants and animals serve a function;
- understand the life cycles of plants and animals;
- understand the relationships among various organisms and their environments;
- understand spatial relationships and the way objects move;
- classify objects and materials by their observable properties;
- identify the basic properties of Earth materials;
- identify objects in the sky;
- understand characteristics of weather conditions and climate.

## Social Studies

*By the end of the school year, my student will be able to:*

### American History

- recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations;
- describe the interaction of Native Americans with the Spanish and the Pilgrims;
- recognize that the United States began as the Thirteen Colonies ruled by England;
- compare the way people lived in colonial times with today;
- recognize that Rosa Parks, Martin Luther King, Jr. and Cesar Chavez worked for and supported the rights and freedoms of others;

### World History

- recognize that settlement led to the development of farming techniques, government, art/architecture and writing, which contributed to the advancement of the Ancient Egyptian civilization;
- recognize that civilizations in the Americas had characteristics similar to the Egyptians;
- recognize why England and Spain wanted to

rule other areas of the world;

### Civics/Government

- recognize the significance of national holidays: Thanksgiving, President's Day, Martin Luther King, Jr. Day, Fourth of July and Constitution Day;
- recognize the American Flag, bald eagle, Statue of Liberty, White House and the Washington Monument as American symbols;
- recognize state symbols of Arizona;
- understand and demonstrate responsible citizenship;

### Geography

- recognize that different types of maps serve various purposes;
- identify characteristics of maps and globes;
- recognize characteristics of human and physical features;
- locate Arizona on a map;
- recognize that places and cultures have distinct characteristics;

### Economics

- discuss the difference between basic needs and wants;
- recognize that people make choices because of limited resources;
- recognize that people are buyers and sellers of goods and services;
- recognize that people save money for future goods and services.