



# Office of Instruction Buffalo Public Schools

## 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 or band. There are also additional skills that a well-rounded student should possess. Listed below are examples of Buffalo Public Schools' 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 & 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 & key attributes (e.g., a duck is a bird that swims)
- 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

# GRADE 1

Grade 1 students in BPS are screened 3 times per year for literacy & math to ensure they are on track for proficiency.

### Grade 1 Literacy Screening Measures:

- Letter Naming Fluency (LNF) measures ability to name letters
- Phoneme Segmentation Fluency (PSF) measures ability to break spoken words into separate sounds (e.g., *cat* has 3 sounds - /k/ /a/ /t/)
- Nonsense Word Fluency (NWF) measures understanding that spoken sounds are represented by specific letters in print (e.g., the sound /k/ is usually spelled with a *c* or *k*). NWF uses unique combinations to test application (e.g., *toz*)
- Word Reading Fluency (WRF) measures ability to read sight words aloud with accuracy and appropriate pacing.
- Oral Reading Fluency (ORF) measures ability to read text aloud with accuracy & appropriate pacing

If screening results indicate that a student is at risk of not achieving proficiency, teachers administer a diagnostic assessment to determine specific areas in need of reinforcement.

### Grade 1 Math Screening Measures

Short, computer adaptive diagnostic assessment that is used to screen in four domains:

- Algebra and Algebraic Thinking
- Measurement and Data
- Number and Operations
- Geometry

# GRADE

# 1



## TIPS FOR PARENTS

Read to your student every day; choose books with rich vocabulary that are about two levels more difficult than your student could read without help. Ask questions about the text.

Listen to your student read aloud; choose books with simple, easy to sound out words while your student is first learning.

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
- Understand and apply properties of operations and relationships 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 understanding of place value & properties of operations to add, subtract

### Measurement and Data

- Measure lengths indirectly and by iterating length units
- Tell and write about money

## SCIENCE

- Understand Living Environment and/or the Physical Setting concepts: sunshine and shadows; organisms; solids and liquids; human body
- Use scientific equipment to take scientific measurements, including units
- Recognize that objects have properties that can be observed, described, and/or measured (e.g., length, width, volume, size, etc.)
- Make measurements using nonstandard units and standard metric units
- Use scientific inquiry to demonstrate understanding of the scientific process and science concepts

## SOCIAL STUDIES

- Develop awareness of America's rich cultural diversity to foster understanding
- Recognize forms of evidence in social studies (e.g., photos, artifacts, maps)
- Use family history to examine and organize sources of information
- Use globes, maps to examine location
- Understand concepts of geography, economics, history that apply to families
- Understand that students are citizens of their local and global communities
- Understand that there are local, state, and national levels of government and identify some actions that governments take

## 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, explain art/history relationships between different cultures

## MUSIC

- Maintain tone, pitch, rhythm, tempo and dynamics while singing
- Describe music in terms related to the basic elements such as melody, rhythm, harmony, form and style
- Use instruments in creating and performing music
- Identify a basic repertoire of songs from various world cultures

## PHYSICAL EDUCATION

- Perform basic motor and manipulative skills
- Show competence in a variety of physical activities
- Demonstrate safe, responsible, personal and social behavior