

FIRST GRADE COURSE OF STUDY

HAYFIELD COMMUNITY SCHOOLS
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This brochure is designed to help parents and students understand what students must learn in Hayfield Community Schools. Each subject area lists the essential learning most students have successfully completed at this grade. The curriculum is aligned with national, state and local standards.

In the Hayfield Public Schools, we strive to adjust the curriculum to fit each learner. The student's age, current skill level, personality, interest, and learning style are among considerations when planning learning experiences. These needs are met in the classroom or in conjunction with programs designed for interventions or enrichments. Students at all levels are encouraged to develop the study skills of independent learners, to cooperate with others, to learn to make wise decisions, and to transfer learning within all disciplines.

Teachers measure student progress in a variety of ways, such as teacher observations, portfolios, formal testing, student self-evaluation, anecdotal comments, checklists, narratives, logs, journals, pre/post testing, and student/teacher interviews. The Minnesota Comprehensive Assessments are administered in reading and math to grades 3-6 and in science to grade 5. AIMSweb benchmarks assessments in reading and math are administered in kindergarten through grade 6 in the fall, winter, and spring.

Language Arts (aligned with MN Language Arts Academic Standards)

Reading Benchmarks: Literature

- Ask and answer questions about key details in text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in familiar stories.
- With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

Reading Benchmarks: Informational Text

- Ask and answer questions about key details in text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 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.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.

Reading Benchmarks: Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
 - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Distinguish long from short vowel sounds in spoken single-syllable words.
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends.
 - Decode regularly spelled one-syllable words.
 - Know final –e and common vowel team conventions for representing long vowel sounds.

- Use knowledge that every syllable must have vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
- Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding to promote oral and silent reading fluency.
 - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 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.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives and other creative texts 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.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 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).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking, Viewing, Listening and Media Literacy

- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions.
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
 - Listen to others' ideas and identify others' points of view.
 - Follow two-step oral directions.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs).
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes, and songs with expression.
- Distinguish among and understand purposes of different types of print, digital, and multimodal media.
 - Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard or viewed.

- Summarize ideas from media in own words.
- With prompting and support, create and share an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression).

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences.
 - Use personal, possessive, and indefinite pronouns.
 - Use verbs to convey a sense of past, present, and future.
 - Use frequently occurring adjectives.
 - Use frequently occurring conjunctions.
 - Use determiners.
 - Use frequently occurring prepositions.
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 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.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring base words and root words and their inflectional forms.
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
 - Sort words into categories to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes.
 - Identify real-life connections between words and their use.
 - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Math (aligned with MN Math Academic Standards)

Number and Operation

- count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones
- use a variety of strategies to solve addition and subtraction problems in real-world and mathematical contexts

District Basic Fact Mastery Targets:

Addition: 95% or better out of 72 problems in 5 minutes (sums to 12)

Subtraction: 70% or better out of 72 problems in 5 minutes (differences to 12)

Algebra

- recognize and create patterns; use rules to describe patterns
- use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences

Geometry and Measurement

- describe characteristics of basic shapes; use basic shapes to compose and decompose other objects in various contexts
- use basic concepts of measurement in real-world and mathematical situations involving nonstandard units of length, time and money

Science (aligned with MN Science Academic Standards)

Nature of Science and Engineering

- understand that scientists work as individuals and in groups to investigate the natural world, emphasizing evidence and communicating with others
- understand that designed and natural systems exist in the world and these systems are made up of components that act within a system and interact with other systems
- understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry

Earth and Space Science

- understand that earth materials include solid rocks, sand, soil and water; these materials have different observable physical properties that make them useful

Life Science

- understand that living things are diverse with many different observable characteristics
- understand that natural systems have many components that interact to maintain the living system
- understand that plants and animals undergo a series of orderly changes during their life cycles

Social Studies (aligned with MN Social Studies Academic Standards)

Citizenship and Government – Understand that:

- Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.
- The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.
- The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.
- The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.

Economics – Understand that:

- People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.
- Because of scarcity, individuals organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.

- Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.

Geography – Understand that:

- People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
- Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

History – Understand that:

- Historians generally construct chronological narratives to characterize eras and explain past events and change over time.
- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.
- The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

Health

- Bus Safety
- Fire Safety
- Stranger Danger
- Health Promotion and Disease Prevention
- Interpersonal Communication

Physical Education (aligned with MN Physical Education Academic Standards)

Note: These are the National Physical Education standards adopted by the State of Minnesota. Each grade level is expected to master the skills at a developmentally appropriate level and within developmentally appropriate activities. Students will participate in fitness testing in the fall and spring each year.

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Music

- Differentiate between singing and speaking voices
- Differentiate between beat and rhythm
- Read, write, and perform ta, ti-ti and ta rest patterns
- Differentiate between high and low
- Read, write and perform so-mi patterns
- Sing/Play/Learn a variety of songs and rhymes

- Demonstrate proper listening skills
- Demonstrate proper concert performance etiquette
- Demonstrate a working knowledge of singing and matching pitch
- Practice creative musical expression and dramatization