

William Floyd School District



**Parent/Teacher
Curriculum
Handbook**

First Grade



Kevin M. Coster

MESSAGE FROM THE SUPERINTENDENT

Dear Parents and Guardians,

The core mission of the William Floyd School District is to educate and prepare our students for successful and productive lives. To that end, the district’s instructional program “Parent Handbook” is designed to provide parents with the understanding of what their children are expected to learn and perform in each grade level. By keeping parents informed and as active participants, our hope is that they will be aware of what their children are learning in school, enabling them to provide better educational assistance and support and ask more precise questions about their progress. With schools and parents working together, our students will surely succeed. Thank you for working in collaboration and partnership with us to help your children become successful both in learning and in in life.

Sincerely,



Kevin M. Coster
Superintendent of Schools

**William Floyd
School District**

240 Mastic Beach Road
Mastic Beach, NY 11951

BOARD OF EDUCATION

APRIL COPPOLA, PRESIDENT
ROBET GUERRIERO, VICE PRESIDENT
ANGELO CASSARINO
KEVIN MEYER
JENNIFER HEITMAN
LORRAINE MENTZ
ROBERT TAIANI

DISTRICT OFFICE ADMINISTRATION

KEVIN M. COSTER

SUPERINTENDENT OF SCHOOLS

KATHLEEN KEANE

ASSISTANT SUPERINTENDENT

FOR SECONDARY INSTRUCTION AND ADMINISTRATION

DAVID BEGGINS

ASSISTANT SUPERINTENDENT FOR BUSINESS

STACEY A. SCALISE, Ed.D.

ASSISTANT SUPERINTENDENT

*FOR ELEMENTARY INSTRUCTION, ADMINISTRATION AND
PUPIL PERSONNEL SERVICES*

JANET GILMOR

*ASSISTANT SUPERINTENDENT FOR
HUMAN RESOURCES AND ADMINISTRATION*



PROJECT DEVELOPMENT TEAM	
THERESA BIANCO VIVIAN BIENEMANN STACEY CALLAN CAROL CHISARI MELISSA DUNBAR CARRIE FARRA RYAN FELDSCHER ELLEN FLYNN-NIGRO	MARY KOEHLER MEG PEARCE JOANNE QUINN NICOLLE RANIERI STACEY SCALISE THOMAS SHORT NIKKI STALLONE MELISSA WORTHINGTON

WILLIAM FLOYD SCHOOL DISTRICT
ELEMENTARY SCHOOLS

MARY KOEHLER, DIRECTOR OF GRANTS, ELEMENTARY EDUCATION & ENL SUPERVISOR

JOHN S. HOBART ELEMENTARY SCHOOL VAN BUREN STREET SHIRLEY, NY 11967 JAMES WESTCOTT, PRINCIPAL 631-874-1296	NATHANIEL WOODHULL ELEMENTARY SCHOOL FRANCIS LANDAU PLACE SHIRLEY, NY 11967 HEATHER MURILLO, PRINCIPAL 631-874-1302
MORICHES ELEMENTARY SCHOOL LOUIS AVENUE MORICHES, NY 11955 DEIRDRE REDDING, PRINCIPAL 631-874-1398	TANGIER SMITH ELEMENTARY SCHOOL BLANCO DRIVE MASTIC BEACH, NY 11951 TONI KOMOROWSKI, PRINCIPAL 631-874-1342
WILLIAM FLOYD ELEMENTARY SCHOOL LEXINGTON ROAD SHIRLEY, NY 11967 KEITH FASCIANA, PRINCIPAL 631- 874-1257	WILLIAM FLOYD LEARNING CENTER LEXINGTON ROAD SUITE 2 SHIRLEY, NY 11967 GARY BRETTON, PRINCIPAL 631-874-1718

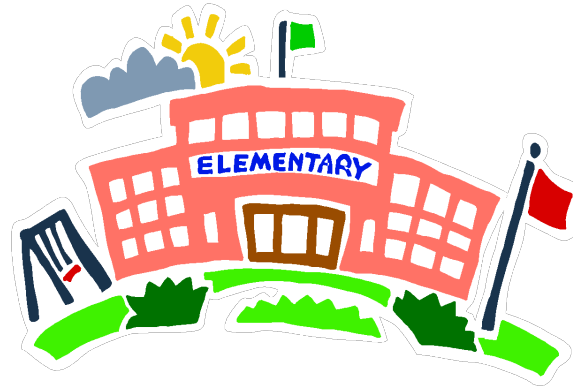


TABLE OF CONTENTS

[Parent’s Guide to Student Success](#)

[First Grade Curriculum Guide](#)

[Lifelong Practices of Readers and Writers](#)

[Mathematics](#)

[SAVVAS Support](#)

[SOCIAL STUDIES](#)

[TECHNOLOGY](#)

[SCIENCE](#)

[Character Education](#)

[Special Areas](#)

[Online Access to the New York State Learning Standards](#)

[Appendix](#)

[New York State Learning Standards:](#)

[Additional Internet Resources](#)

[Sample of Grade 1 Report Card.](#)

[Every Student Succeeds Act](#)

Parent’s Guide to Student Success

1st GRADE

This guide provides an overview of what your child will learn by the end of 1st grade in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the New York State Standards, which have been adopted by more than 40 states. These K-12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 2nd grade.

HOW CAN I HELP MY CHILD?

You should use this guide to help build a relationship with your child’s teacher. You can do this by talking to his or her teacher regularly about how your child is doing—beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child’s knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children’s success. But standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

English Language Arts & Literacy

In 1st grade, your child will become a more independent reader and writer. Your child will continue to learn and practice rules for recognizing the sounds that make up words and will be able to sound out more complex words. Such foundational skills are necessary and important components of developing proficient readers with the capacity to comprehend a wide range of materials. Students will learn to think about what they read and talk about the main ideas of simple stories. As they write and speak, 1st graders will learn to use language appropriately; this includes using complete sentences and spelling words with increasing accuracy.

A Sample of What Your Child Will be Working on in 1st Grade

Using phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing.

Describing characters, settings, and major events in a story, using key details.

Getting facts and information from different writings.

Writing about a topic, supplying some facts, and providing some sense of opening and closing.

Participation in shared research and writing projects (e.g., exploring a number of “how-to” books and using them to write a sequence of instructions).

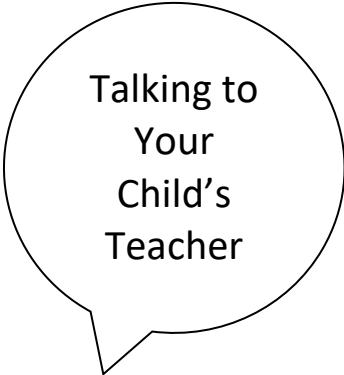
Taking part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion.

Describing people, places, things, and events with relevant details, expressing ideas and feelings clearly and with complete sentences.

Producing and expanding complete simple and compound statements, questions, commands, and exclamations.

Identifying the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word *bat* means a flying mammal or a club used in baseball).

Learning to think about finer distributions in the meanings of near-synonyms (e.g., *marching, prancing, strutting, strolling, walking*).



Talking to
Your
Child's
Teacher

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 1st grade, these include:

- Reading grade level book and stories with understanding and fluency.
- Learning from, enjoying, and getting facts from books he or she reads and listens to.

Ask to see a sample of your child's work. Ask the teacher questions such as is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

FIRST GRADE CURRICULUM GUIDE

WHAT YOUR CHILDREN WILL BE TAUGHT IN FIRST GRADE

The purpose of this guide is to provide parents and guardians with an overview of the concepts and skills children will be taught in Language Arts, Mathematics, Social Studies, Science, Health, Technology, Art, Music, and Physical Education throughout the Kindergarten school year. The curriculum of the William Floyd School District follows New York State Next Generation Learning Standards adopted by the Department of Education of the State of New York on May 2, 2017. We believe that the partnership between school and home is of vital importance to your child’s social, emotional, and academic success. This guide is designed to be a reference for you so that you are aware of what your child is expected to learn and to help you reinforce your child’s learning.

Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers</p> <ul style="list-style-type: none"> ● think, write, speak, and listen to understand ● read often and widely from a range of global and diverse texts ● read for multiple purposes, including for learning and for pleasure ● self-select texts based on interest ● persevere through challenging, complex texts ● enrich personal language, background knowledge, and vocabulary through reading and communicating with others ● monitor comprehension and apply reading strategies flexibly ● make connections (to self, other texts, ideas, cultures, eras, etc.) 	<p>Writers</p> <ul style="list-style-type: none"> ● think, read, speak, and listen to support writing ● write often and widely in a variety of formats, using print and digital resources and tools ● write for multiple purposes, including for learning and for pleasure ● persevere through challenging writing tasks ● enrich personal language, background knowledge, and vocabulary through writing and communicating with others ● experiment and play with language ● analyze mentor texts to enhance writing ● strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Literary and Informational Text

Literature: Picture books, stories, drama, fiction, fairy tales, nursery rhymes, folk tales, and other literary texts.

Informational Text: picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps in both print and digital sources.

Grade 1 Word List					
a	done	how	open	thank	were
about	down	I	or	that	what
again	drink	into	our	the	when
all	eat	is	out	their	where
always	eight	jump	over	then	white
am	every	know	part	they	who
another	find	laugh	people	think	why
any	five	learn	play	this	with
are	for	light	please	three	words
around	found	like	pretty	through	work
as	four	little	pull	to	world
away	from	live	put	today	would
be	full	look	read	together	write
because	funny	make	ride	too	years
been	give	may	right	two	yellow
black	go	me	round	up	you
blue	goes	move	said	upon	your
both	going	my	saw	under	
brown	green	never	say	use	
buy	grow	new	see	very	
by	have	no	sentence	walk	
carry	he	now	she	want	
come	help	of	should	warm	
could	her	off	so	was	
do	here	once	some	wash	
does	his	one	soon	water	
don't	house	only	take	we	

Grade 1

English Foundational Skills and Word Study Scope and Sequence

	Phonological Awareness	Phonics	High Frequency Words
UNIT 1	Medial Sounds Recognize Alliteration Segment and Blend Phonemes Add Phonemes Initial and Final Sounds Change Phonemes	Short <i>a</i> ; <i>Mm /m/, Ss /s/, Tt /t/</i> Short <i>i</i> ; <i>Cc /k/, Pp /p/, Nn /n/</i> Short <i>o</i> ; <i>Ff /f/, Bb /b/, Gg /g/</i> Short <i>e</i> ; <i>Dd /d/, Ll /l/, Hh /h/</i> Short <i>u</i> ; <i>Rr /r/, Ww /w/, Jj /j/, Kk /k/</i> <i>Qu, qu /kw/</i> <i>Vv /v/, Yy /y/, Zz /z/</i>	a, I, is, his, see, we, like, the, one, do, look, you, was, by, are, have, they, that, two, up, he, as, to, with, three, where, here, for, me, go
UNIT 2	Segment and Blend Phonemes Final Sounds Change Phonemes Rhyming Words Add and Remove Phonemes Change Phonemes Manipulate Phonemes Medial Sounds Distinguish Between Short and Long <i>a</i> Distinguish Between Short and Long <i>i</i>	Initial Consonant Blends Final <i>Xx /k/</i> Consonant Pattern <i>ck</i> <i>/s/ and /z/ Sound Spelled s</i> Final Consonant Blends Inflectional Ending -s Consonant Digraphs <i>sh, th</i> Inflectional Ending -ing Long <i>a</i> : VCe Vowel Sound in ball: <i>a, al, aw</i> Long <i>i</i> : VCe <i>/s/ Sound Spelled c</i> <i>/j/ Sound Spelled g</i>	help, little, come, my, saw, walk, she, what, take, jump, this, use, from, think, blue, goes, make, her, too, all, four, five, ride, your, part, know, many, after, into, don't
UNIT 3	Segment and Blend Phonemes Manipulate Phonemes Remove Phonemes Medial / <i>o</i> / Distinguish Between / <i>u</i> / and / <i>o</i> / Remove Phonemes Distinguish Between / <i>e</i> / and / <i>æ</i> / Final / <i>t</i> / and / <i>θ</i> / Final Sounds Syllables Add Phonemes	Consonant Digraphs and Trigraphs Contractions Long <i>o</i> : VCe Long <i>u</i> and <i>e</i> : VCe Long <i>e</i> : <i>e, ee</i> Inflectional Ending -ed Vowel Sounds of <i>y</i> Syllable VC/CV Consonant Patterns <i>ng, nk</i> Open Syllables r-Controlled Vowels <i>or, ore</i> Compound Words	round, good, said, no, put, could, be, old, why, of, or, live, work, who, out, there, down, drink, now, together, grow, full, around, find, under, eat, play, so, their, some

	Phonological Awareness	Phonics	High Frequency Words
UNIT 4	Segment and Blend Sounds Final Sounds Change Phonemes Remove Phonemes Middle and Final Sounds Distinguish Between /a/ and /ã/ Initial and Final Sounds Distinguish Between /o/ and /õ/ Distinguish Between /l/ and /ll/	r-Controlled Vowel ar Inflectional Ending -es, Plural -es r-Controlled Vowels er, ir, ur Endings -ed, -ing Comparative Endings Consonant Trigraph dge Diphthongs ow, ou Vowel Digraphs ai, ay Diphthongs oi, oy Vowel Digraph ea Adding Endings Vowel Team ie	new, thank, always, found, please, were, pull, every, any, very away, our, light, never, pretty, again, how, read, soon, both, carry, going, been, words, does, other, right, may, give, number
UNIT 5	Middle and Final Sounds Segment and Blend Phonemes Distinguish Between /o/ and /õ/ Distinguish Between /u/ and /ũ/ Manipulate Phonemes Remove Phonemes Manipulate Sounds	Long o: oa, ow, oe Consonant Blends Long i: igh Suffixes -er, -or Vowel Teams ue, ew, ui Prefixes re-, un- Long i, Long o Suffixes -ly, -ful Open and Closed Syllables Vowel Teams oo, ou Vowel Sound in foot Final Syllable -le	would, buy, people, about, write, once, done, water, wash, upon, sentence, off, because, laugh, open, move, learn, eight, house, only, today, warm, years, should, world, mother, father, another, through, picture



Mathematics

In 1st grade, your child will build on last year’s work and gain important new skills. One of the most important outcomes for the year is to improve speed and accuracy adding with a sum of 20 or less and subtracting from a number 20 or less (e.g., $17 - 8$). Another important goal in 1st grade is adding with a sum of 100 or less; this will rely on understanding what the digits mean in a number such as 63 (namely, 63 is six tens and three ones). Working with multi-digit addition this year will set the stage for 2nd grade, when your child will be working with three-digit numbers and adding and subtracting with larger numbers.

A Sample of What Your Child Will Be Working on in 1st Grade

Solving addition and subtraction word problems in situations of adding to, taking from, putting together, taking apart, and comparing (e.g., a taking from situation would be: “Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?”)

Adding with a sum of 20 or less, and subtracting from a number 20 or less, for example by using strategies based around the number 10 (e.g., to solve $13 - 4$, one can start with 13, subtract 3 to reach 10, and then subtract 1 more to reach 9).

Quickly and accurately adding with a sum of 10 or less, and quickly and accurately subtracting from a number 10 or less (e.g., $2 + 5$, $7 - 5$).

Understanding what the digits mean in two-digit numbers (*place value*).

Using understanding of place value to add and subtract (e.g., $38 + 5$, $29 + 20$, $64 + 27$, $80 - 50$).

Measuring lengths of objects by using a shorter object as a unit of length.

Making composite shapes by joining shapes together, and dividing circles and rectangles into halves or fourths.

Keeping the conversation focused.

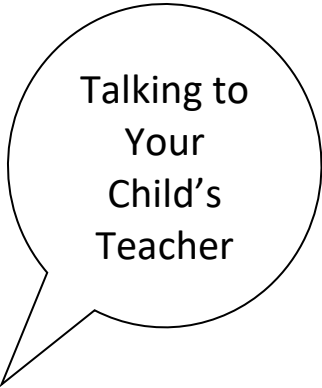
When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 1st grade, these include:

Adding with a sum of 20 or less and subtracting from a number 20 or less (this will not be written work; ask the teacher for his or her observations of your child’s progress in this area).

Using understanding of place value to add and subtract.

Solving addition and subtraction work problems.

Ask to see a sample of your child’s work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?



Talking to
Your
Child’s
Teacher

Grade 1 Overview

In Grade 1, instructional time should focus on three areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; and (3) developing understanding of linear measurement and measuring lengths as iterating length units. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the ***Operations and Algebraic Thinking*** domain, students:

- develop strategies for adding and subtracting whole numbers based on their prior work with small numbers;
- use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations;
- understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two);
- use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20; and
- build their understanding of the relationship between addition and subtraction by comparing a variety of solution strategies.

2. Through their learning in the ***Number and Operations in Base Ten*** domain, students:

- develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10;
- compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes;
- think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones); and
- understand the order of the counting numbers and their relative magnitudes through activities that build number sense.

3. Through their learning in the ***Measurement and Data*** domain, students:

- develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

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

Standards for Mathematical Practice: A Guide for Parents

Practice Standard	What it Looks Like: <i>Your child might...</i>	Questions to Ask
1. Make sense of problems and persevere in solving them.	<ul style="list-style-type: none"> ● puzzle over the meaning of a problem. ● plan an outline of a solution path instead of just jumping in. ● start and stop and start again a different way. ● look at other problems she did to look for ideas. ● use concrete objects or pictures. 	<ul style="list-style-type: none"> ● What are you asked to figure out? ● Can you think of a problem you solved before that is like this one? ● What information is here that might be useful? ● What is your plan for solving this? ● Does your solution make sense?
2. Reason abstractly and quantitatively.	<ul style="list-style-type: none"> ● break a problem apart and represent the parts with objects, pictures, words, or symbols. ● organize information in different ways. ● write number sentences to represent meaning. ● explain the meaning of symbols. 	<ul style="list-style-type: none"> ● Can you write an equation (number sentence) or expression to match the problem situation? ● What do the numbers or variables refer to? ● Can you explain that equation in words? ● How did you decide to use this operation?
3. Construct viable arguments and critique the reasoning of others.	<ul style="list-style-type: none"> ● talk confidently about math using mathematical language fluently. ● practice math vocabulary. ● justify a solution by explaining its logic. ● give a counterexample to disprove a statement. ● recognize when logic is flawed and suggest ways to improve it. 	<ul style="list-style-type: none"> ● What does your answer mean? ● How do you know your answer is correct? ● Are there other correct answers to this question? How do you know? ● If I told you the answer should be ____ (<i>give a wrong answer</i>), how would you convince me I'm wrong?
4. Model with mathematics.	<ul style="list-style-type: none"> ● use math to solve real world problems and problems with more than one solution. ● organize data to understand something happening in the real world. ● use "found" information to create and solve his own problems. ● interpret mathematical answers in context. 	<ul style="list-style-type: none"> ● Can you make a model of this with objects, pictures, or symbols? ● Is there an equation or expression that would represent part of this situation? ● What does that answer represent in real life? ● Is there something interesting we can find out from this collection of data?

Practice Standard	What it Looks Like: <i>Your child might...</i>	Questions to Ask
5. Use appropriate tools strategically.	<ul style="list-style-type: none"> ● choose for herself when to use a tool such as a ruler, protractor, or calculator to help solve a problem. ● decide for herself when to use mental math, paper and pencil, a calculator, or computer program. ● use estimation appropriately. ● use a table, graph, or spreadsheet to organize complex data. 	<ul style="list-style-type: none"> ● What tools can you use to help you solve this problem? ● How can this tool help you? Is there a better tool? ● How can you organize this information to help you solve the problem? ● Is there a different way to organize it that might be better?
6. Attend to precision.	<ul style="list-style-type: none"> ● use clear and precise math language and accurate terminology (<i>sum</i> or <i>product</i> instead of "answer"). ● use precise numbers and labels. ● explain exactly what she is confused about. 	<ul style="list-style-type: none"> ● How do you know this is an accurate answer? ● What do you mean when you say ___? ● Is there a more precise word you could use? ● What units does that represent?
7. Look for and make use of structure.	<ul style="list-style-type: none"> ● recognize patterns and look for them when they aren't obvious. ● sort objects, pictures, or numbers into groups. ● use the structure of math to help solve problems (e.g. fact families or the distributive property). ● try ways to break numbers apart and put them together in different ways to make a problem easier. 	<ul style="list-style-type: none"> ● Do you see any patterns? ● Can you group these things in a way that makes sense? Is there another way of grouping them? ● Can you take the numbers apart and put them together in a different way to make more sense? ● What do you notice about the answers to the exercises on this page?
8. Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"> ● find his own shortcuts that work to solve problems. ● create strategies from repetitions that show up in his work. ● generalize about a strategy to apply it to other kinds of problems. ● create a rule out of a pattern of exercises and solutions. 	<ul style="list-style-type: none"> ● Do you notice anything interesting about these problems? Is there a pattern to what you notice? ● Is there a shortcut that will always work for this kind of problem? How do you know it will always work? ● Is there a rule that seems to be true about this pattern of numbers? Can you prove the rule is true? ● What are the connections between this and other kinds of problems with similar numbers?

SAVVAS Support

The William Floyd School District uses SAVVAS Curriculum Materials for English Language Arts and Mathematics Instruction. This includes access to online learning materials that can be used at home. The QR Codes found below provide you with information about using the online platforms with your children. (parents.savvas.com)

English



Spanish



Arabic



Haitian Creole



Mandarin



Russian



Vietnamese





Help Your Child Learn at Home

Learning does not end in the classroom. Children need help and support at home to succeed with their studies. Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.

You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

ENGLISH LANGUAGE ARTS & LITERACY

Encourage your child to read to you books such as *Little Bear* by Else Holmelund Minarik. Help him or her sound out difficult words.

Act out stories together from books, television, or your child's imagination.

Pick a "word of the day" each day starting with a different letter. Have your child write the word and look for other things beginning with the same letter.

Visit the library with your child every week. Have your child sign up for a library card.

MATHEMATICS

Look for "word problems" in real life. Some 1st grade examples might include:

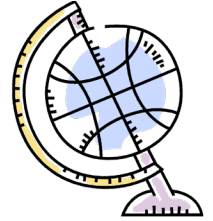
If you open a new carton of a dozen eggs, and you use four eggs to cook dinner, close the carton and ask your child how many eggs are left.

While putting away toys into bins, count the number of toys in two bins and ask your child how many more are in one bin compared to the other.

Play the "I'm thinking of a number" game. For example, "I'm thinking of a number that makes 11 when added to 8. What is my number?"

SOCIAL STUDIES

Children learn about their roles as members of a family and school community. They become aware of their role as citizens accepting rights and responsibilities while learning about rules and laws. Social interaction skills are vital to the first grade program. Children learn about families now and long ago, as they study different kinds of families that have existed in different societies and communities. Children also begin to locate places on maps and globes and learn how maps represent physical features and objects.



Grade 1 Areas of Focus:

- *Individual Development and Cultural Identity*
- *Civic Ideals and Practices*
- *Geography, Humans, and the Environment*
- *Time, Continuity, and Change*
- *Economic Systems*

CIVIC READINESS for All Students K-4

Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.

Civic Readiness is:

- **Civic Knowledge**
- **Civic Skills and Actions**
- **Civic Mindsets**
- **Civic Experiences**

TECHNOLOGY

Your child will participate in learning experiences that focus on five key concepts of computer science and digital fluency. These concepts are:

- Impacts of Computing
- Computational Thinking
- Networks and System Design
- Cybersecurity
- Digital Literacy

SCIENCE



STEM (Science, Technology, Engineering, and Mathematics) Education in Elementary School. The development of STEM proficient students begins in elementary schools. In the elementary grades, students apply the rigor of science, technology, engineering, and mathematics content and the STEM Standards of Practice while engaged in learning activities that investigate the natural world. Students explore technology and engineering solutions and appropriately apply the concepts of mathematics in order to understand and address real life issues and solve problems or challenges. As students' progress through elementary school they will begin to independently integrate the STEM Standards of Practice. They will understand how to apply the roles and views of STEM career professionals and analyze real world STEM issues, problems, or challenges as they incorporate STEM content, skills, and practices and other disciplines such as social studies, performing arts, health, and creative movement.

Next Generation Science Standards

Grade 1 Science Units provide students with opportunity to explore why something happens (phenomena-based). Students become scientists and engineers to:

- Use facts as needed to explain a phenomena or solve a problem
- Learn about science in a real-world context

Science Units for Grade 1:

- Waves: Sending Messages with Light and Sound
- Structure, Function and Information Processing: A Bunny's Life
- Space Systems: Patterns and Cycles (Jan. 2020)

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 (firsthand or from media) to construct an evidence-based account that objects can be seen only when illuminated.
3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

Structure, Function, and Information Processing: A Bunny's Life

1. 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.
2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
3. Make observations to construct an evidence-based account that some young plants and animals are similar to, but not exactly like, their parents.

Space Systems: Patterns and Cycles

1. Use observations of the Sun, moon, and start to describe patterns that can be predicted.
2. Make observations at different times of year to relate the amount of daylight to the time of year.

Character Education

Character Education fosters the development of responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share.

The goal of character education is to develop students socially, ethically, and academically by incorporating character development into every aspect of the school culture and curriculum. Students work to develop good character, which includes knowing, caring about, and acting upon core ethical values such as: responsibility, respect, honesty, compassion, perseverance, acceptance, forgiveness, and humility.

Responsibility – Students are accountable in their speaking and their actions. They develop a sense of duty to complete tasks with reliability, dependability and commitment.

Respect – Students show a high regard for authority, other people, self, and their country. Students treat others as they would want to be treated. They understand that all people have value as human beings.

Honesty – Students tell the truth, admit wrong doing, are trustworthy and act with integrity.

Compassion – Students show an understanding and care for others by treating them with kindness, generosity, and a forgiving spirit.

Perseverance – Students pursue goals with determination and patience.

Acceptance - Students keep an open and understanding attitude toward others and accept differences.

Forgiveness – Students learn to resolve resentments towards each other and show a willingness to forgive.

Humility – Students learn to be humble and keep a modest opinion of their own accomplishments.

Special Areas

ART

Continue developing essential learning skills in art and creativity in artistic expression.

- Learn to recognize and identify: small/large, above/below, around/next to.
- Draws lines horizontal / vertical / diagonal / curved / zigzag.
- Identifies colors.
- Recognizes various textures.
- Recognizes a pattern.
- Engages in discussions of artistic styles and art from other cultures.



MUSIC

Continue to develop essential learning skills through singing, listening, movement and performance.

- Introduced to performance pedagogy on simple percussion instruments.
- Listens to program music for literature connections.
- Performs simple rhythm patterns on Orff instruments.
- Learn to march to the beat in unison at differing tempos.



PHYSICAL EDUCATION

- Demonstrates knowledge and understanding of safety and rules.
- Develops fundamental motor skills and movement concepts.
- Develops fundamental body and spatial awareness.
- Develops awareness of basic social and cooperative skills.

Online Access to the New York State Learning Standards

The William Floyd School District provides all learners with instruction that is aligned to New York State's Learning Standards.

The QR Code found below will provide you with access to your child's grade level standards.

<https://tinyurl.com/yc7fmc64>



Standards are also found in the appendix of this document.

Appendix

CURRICULUM GUIDE DEFINITIONS

These pages are to help serve as a resource in understanding terminology that is used throughout the curriculum guide.

ENGLISH LANGUAGE ARTS

Reader’s Workshop – Reader’s workshop is designed to build on each student’s reading strengths and meet his/her reading needs. Teachers and students work together to build comprehension skills. The components of reader’s workshop include:

- *Mini Lesson* – focuses on a particular skill being taught.
- *Guided Reading* – with teacher support, in a small group setting.
- *Shared Reading* – students read along with the teacher.
- *Independent Reading* - reading books that are “just right” which are books that students self-select and are able to read and comprehend.
- *Word Work* – practice the reading of word families to increase fluency (e.g., *est* – *west, best, nest, test*; *able* means can do – *capable, agreeable, acceptable, adorable*).

Genres – During reader’s workshop, students are exposed to a balance of fiction and non-fiction during reading and the content areas of Social Studies and Science.

Types of Fiction Genres (stories that are not true):

- *Realistic fiction* – stories that could be real but are not true.
- *Historical fiction* – stories that include some part of history.
- *Science fiction* – stories that include elements of science.
- *Fantasy* – stories that cannot occur and include folktales, fairy tales, myths, and legends. These stories often teach lessons and are passed down from generation to generation.

Types of Non-Fiction Genres (stories that give accurate, truthful information):

- *Informational text* – gives us information about history, science, language or other subjects.
- *Biography* – tells about people’s lives.
- *Autobiography* – a person tells about his or her own life.
- *Memoir* – the author writes about an experience in his or her own life.

Fluency – Fluency is the ability to read text quickly and accurately. Readers use the punctuation to help them say the text fluently like they speak. When we read, it sounds like we are talking. When we see a period or comma, we need to pause or take a breath. When characters are talking in the text, we can give each character a voice to help determine who is speaking.

Sight Words – Sight words are words that are immediately recognizable as whole words and do not require word analysis for recognition (i.e. *the, and, was, that, etc.*). To read fluently with understanding, readers need instantly to recognize about 95% of words with text. In the beginning

stages of reading, children recognize certain words by sight, and these words help them figure out that letters and sounds are related.

High Frequency Words – Words that are most often used when speaking, reading, and writing, may include “Tricky Words.” The trickiness of a word is relative to which spellings have been taught.

- Some words are taught initially as tricky words but, later on, students learn they are part of a spelling pattern. Examples: he, she, we, be, me; no and so; my and by.
- Other tricky words are never absorbed into the spelling patterns. Examples: one, of, two, could.

Most words are not 100% tricky but may have tricky parts. Strategy for tricky parts: draw attention to regular parts and tricky part within the word (break it down.)

Phonics – Phonics instruction involves teaching children the relationships between letters and individual sounds (phonemes). It is the ability to solve words while reading and spelling. Phonics instruction stresses symbol-sound relationships (decoding) and is used especially in primary grades.

Decoding – Decoding is the process of identifying unknown words by using knowledge of letter-sound associations. Decoding includes:

- *Letter-sound association* (e.g., “m” says /m/).
- *Letter combinations* (e.g., “ch” says /ch/ in chair).
- *Blending initial letter sounds* with common spelling patterns to read words (e.g., /s/ /at/ - sat).

Structural Analysis – Structural analysis is the process of recognizing unknown words by using knowledge of word structure. Structural analysis includes:

- *Base words* – also called a root word (e.g., *wilt* in *wilted*).
- *Compound words* – two words combined to make a new word (e.g., *sunset*).
- *Inflectional endings* (e.g., *-ed* in *wilted*).
- *Suffixes* – word endings (e.g., *-less* in *careless*).
- *Prefixes* – word beginnings (e.g., *un* in *unhappy*).
- *Contractions* – combining two words joined by an apostrophe (e.g., *isn't* for *is not*).
- *Verbs* – words that describe action or being (action words e.g., *run, walk, laugh*; being verbs e.g., *am, are, is*).

Synonyms – Words with the same or similar meaning (e.g., *happy/cheerful*).

Antonyms – Words with the opposite meaning (e.g., *happy/sad*).

Homonyms – A word that is spelled or pronounced in the same way as one or more other words, but has a different meaning.

- *Homophones* – a word that is pronounced the same as another word but differs in meaning. A short example of a homophone is the words *know* and *no*.
- *Homograph* – one of a group of words that share the same spelling but have different meanings. An example of a homograph is: “Will you please *close* that door!” or “The tiger was so *close* that I could smell it.”

Comprehension Strategies

Students are taught to think while they are reading so that they understand the meaning of a text. There are two ways to think about text: 1) Literal and 2) Inferential. *Literal* thinking is when readers think about what is stated in the text, while *inferential* thinking is when the reader uses what they know about the text and their background knowledge. *Inferential* thinking is what is “between the lines.” Teachers and students engage in a variety of reading strategies which help them to comprehend text. Strategies used are:

- *Solving words* – students use problem solving strategies to recognize, decode, and/or understand the meaning of words.
- *Monitoring and correcting* – students check on whether their reading sounds right, looks right, and makes sense.
- *Gathering* – students identify and select information from print (*literal*).
- *Predicting* – students will say in advance what they believe will happen next (*inferential*).
- *Maintaining fluency* – students will read easily and smoothly.
- *Adjusting* – students read in different ways for different purposes with a variety of texts (e.g., readers read at a slower pace when reading non-fiction texts).
- *Connecting* – students show or think of how two or more things are related (*literal/inferential*).
- *Inferring* – students will arrive at a decision or opinion by reasoning from known facts or evidence within a text (*inferential*).
- *Summarizing* – students present the substance or general idea of a text in brief form (*literal*).
- *Synthesizing* – students bring together information from the text and from personal, world, and literacy knowledge to create new understanding about what they have read (*inferential*).
- *Analyzing* – students closely examine elements of a text to achieve a greater understanding of how it is constructed (*inferential*).
- *Critiquing* – students judge or evaluate a text based on personal, world, or text knowledge (*inferential*).

Story Elements – Students are taught to use their comprehension strategies to understand the setting, character(s), and plot.

- *Setting* - The time, location, weather conditions, social times, and mood in which a story takes place is called the setting.
- *Character* - A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.
- *Plot* - The plot is how the author arranges events to develop his basic idea. It is the sequence of events (beginning, middle, and end) in a story.

When analyzing the story elements, students think about events that take place, the problem(s), the causes and effects of events and/or problems, the solution to problems, the main idea (mostly about), theme, lesson, moral, and/or author’s purpose of a story.

Writing – Is throughout all curriculum areas.

- *Guided Reading.*
- *Mathematics.*
- *Social Studies.*
- *Science.*

Writing Process - Students engage in various stages of the writing process across all subjects. Children write using the writing process which includes:

- Generate* – The writer brainstorms ideas they may want to write about.
- Select* – The writer chooses a topic to write about.
- Drafting* – The writer gets all their ideas down on paper.
- Revision* – The writer improves their writing to make sure it is developed, organized, has voice, appropriate word choice and sentence fluency.
- Edit* – The writer checks for appropriate use of conventions (see definition below).
- Publish* – The writer decides how to present their writing to other readers. The writer incorporates all revisions and editing into the final writing piece.

Six Traits Of Writing - During the writing process, teachers address concepts taught during writing mini lessons and confer with students to support individual writing needs. The six traits include:

- *Idea Development* – The ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.
- *Organization* – The internal structure of a piece of writing which includes a lead, a beginning-middle-end, a sequencing of events, transitions, and a conclusion.
- *Voice* – The voice is the heart and soul, and the magic, along with the feeling and conviction of the individual writer coming out through the words.
- *Word Choice* – The use of rich, colorful, precise language that moves and enlightens the reader.
- *Sentence Fluency* – The rhythm and flow of the language, the sound of word patterns and sentences, the way in which the writing sounds.
- *Conventions* – The mechanics correctness of the piece which includes spelling, grammar and usage, paragraphing, capitals and punctuation.

Read Alouds/Close Reading - The goal of Read Alouds is for students to develop background knowledge and acquire language competence through listening and building a rich vocabulary and a broad knowledge in literature, history and science by being exposed to carefully selected and sequenced read-alouds. Reading aloud to students allows them to experience a variety of high quality and challenging texts in different genres. It invites discussion and comments from students, while the teacher models and fosters comprehension of a variety of texts. Read Alouds are also referenced during the Reading and Writing Workshop.

New York State Learning Standards:

ENGLISH LANGUAGE ARTS

Reading-Grade 1 Literacy and Information

1. Develop and answer questions about key ideas and details in a text.

- Read grade level literary text to begin to collect data, facts, and ideas.
- Identify characters, settings, and events in a story.
- Dramatize or retell stories, using puppets, toys.
- Ask questions in response to texts.
- Answer simple questions (such as how? why? what?) in response to texts.
- Sequence events in retelling stories.

2. Identify a main topic or idea in a text and retell important details.

- Retell a story.
- Dramatize or retell stories, using puppets, toys and other props.
- Retell stories using beginning, middle and end.
- Comprehend and respond to imaginative texts and performances.

3. Describe characters, settings, and major events in a story, or pieces of information in a text.

- Identify characters, settings, and events in a story.
- Dramatize or retell stories, using puppets, toys and other props.
- Retell stories using beginning, middle.
- Ask questions in response to texts.
- Sequence events in retelling stories.

- Comprehend and respond to imaginative texts and performances.
- Sequence events in retelling stories.
- Identify the characters in a story and explain what each contributes to the event of the story.
- Identify characters, settings, and events in a story.
- Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text.

Craft and Structure

4. Identify specific words that express feelings and senses.

- Recognize the vocabulary of social communication (i.e. Lilly’s Purple Plastic Purse).

5. Identify a variety of genres and explain differences between literary texts and informational texts.

- Distinguish between texts with stories and texts with information.
- Select books to meet informational needs.
- Distinguish between what is real and what is imaginary.
- Motivation to read: Shows interest in reading a range of grade-level children’s texts from a variety of genres, such as stories, folktales, fairy tales, poems and informational texts.

6. Describe how illustrations and details support the point of view or purpose of the text.

- Analyze illustrations.
- Connect illustrations to text.

Information of Knowledge and Ideas

7. Use illustrations and details in literary and informational texts to discuss story elements and/or topics.

- Identify characters, settings, and events in a story.
- Retell stories using beginning, middle and end.
- Comprehend and respond to imaginative texts and performances.

8. Identify specific information an author or illustrator gives that supports ideas in a text.

- Answer simple questions (such as how? why? what?) in response to texts.
- Sequence events in retelling stories.

9. Make connections between self and text (texts and other people/world).

- Compare a character in a story or article to a person with the same career or experience.
- Identify the characters in a story/stories and explain what each contributes to the events of the story.
- Connect words and ideas in books to prior knowledge.

Foundational Skills for Reading Gr. 1

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Count, blend and segment single syllable words that include consonant blends.
- b. Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.

- c. Manipulate individual sounds (phonemes) in single –syllable spoken words.

Phonics and Word Recognition

3. Know and apply phonics and word analysis skills in decoding words.
 - a. Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th).
 - b. Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
 - c. Decode regularly spelled one-syllable words.
 - d. Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).
 - g. Read most common high-frequency words by sight.

Fluency

1. Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.
 - a. Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.
 - b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Keyboarding

Learning Standards

1. Students should explore keyboards.
 - a. Identify a keyboard
 - b. Explore keyboards
 - c. General familiarity with letter and number placement

Writing Standards

Text Types and Purposes

1. Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.
 - State the main idea in writing.
 - Develop original informational texts introducing the topic/name of a book, stating an opinion, and include a conclusion.
 - Write to express opinions and judgments to:
Share what they know, want to know, and have learned about a theme of a topic;
depict an opinion about statements, illustrations, characters, and events in written and visual texts.
2. Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.
 - State the main idea in writing.
 - Develop original informational texts introducing the topic/name of a book with beginning, middle and an end.

- Write informational texts that establish a topic and use words that can be understood by others.
3. Write narratives which recount real or imagined experiences or events or a short sequence of events.
 - Develop original texts to: create a story with a beginning, middle and end, using words that can be understood by others.
 - Write to respond to text to: Describe characters, settings and events; list sequence of events in a story; retell a story; use temporal words such as first, next, then, finally when writing about events and providing closure to a story.
 4. Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, art work, or other).
 - Write short responses and compositions for different purposes and include text, illustrations, and/or other graphics.
 - Write for different purposes (e.g., respond to questions related to reading tell stories, share information, give directions, and write to a friend).
 5. Begins in grade 4.

Research to Build and Present Knowledge

6. Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
 - Share the process of writing with peers or adults; for example, write with a partner or in a cooperative group.
 - Participate in shared research and writing projects.
7. Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.
 - Copy words, phrases, and sentences from books, magazines, signs, charts, and own dictation.
 - Take notes to record facts from lesson, with assistance.
 - Write words or draw pictures in order to capture important understandings.
 - Use resources such as picture dictionary or word walls to find and write words.
 - Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance.

Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
 - 1a. Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.
 - 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - 1c. Ask questions to clear up any confusion about topics and texts under discussion.
 - 1d. Consider individual differences when communicating with others.
2. Develop and answer questions about key details in diverse texts and formats.
 - Ask questions to clarify topics, directions, and/or classroom routines.
 - Respond orally to questions and/or directions.

- Share information using appropriate visual aids (e.g., puppets, toys and pictures) to illustrate a word or concept.
- Ask for clarification of events in a story or poem.

3. Develop and answer questions to clarify what the speaker says and identify a speaker’s point of view.

- Ask and answer questions to clarify directions, topics, and/or classroom routines.
- Ask and answer questions to gain assistance.
- Ask and answer questions to gain information.
- Ask and answer questions to clarify something that is not understood.
- Share what they know, what they want to know and have learned about a theme or topic.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events with relevant details expressing ideas clearly.

- Share observations from the classroom, home, community.
- Respond to stories, legends and songs from different cultural and ethnic groups.
- Describe familiar persons, places, or objects.

5. Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.

- Share information using appropriate visual aids (e.g. puppets, toys and pictures) to illustrate ideas, thoughts, and feelings.

6. Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

Grade 1 Language Skills

Please Note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of Kindergarten, local curriculum choices will determine which specific skills are included in Kindergarten. These banded skills can be found at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills by **the end of grade 2**. The → is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

Anchor Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

Core Conventions Skills for Grades Prekindergarten→Grade 2:

- Print upper- and lowercase letters in their name → Print many upper- and lowercase letters
→
Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
- Use common, proper, and possessive nouns.
- Use collective nouns (e.g., group).
- Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).

- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
- Use verbs → 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). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
- Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally)
- Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

Anchor Standard L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages). Core Punctuation and Spelling Skills for Grades P→2:

- Attempt to write symbols or letters to represent words.
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Consult reference materials as needed to check and correct spellings.
- Recognize and name end punctuation. → Use end punctuation for sentences.
- Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
- Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.

*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Knowledge of Language

Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*

Core Convention Skills

- Use frequently occurring nouns and verbs.

- Use proper nouns
- Use possessive nouns
- Use regular plural nouns (e.g., dog, dogs; wish, wishes)
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
- Use interrogatives (question words- e.g., who, what, where, when, why, how).
- Expand complete sentences in shared language activities
- Use possessive (they, them, their).
- Use indefinite pronouns (e.g ., anyone, everything).
- 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).
- Use frequently occurring adjectives.
- Use adjectives appropriately
- Use frequently occurring conjunctions (e.g., and, but, or, so, because)
- Produce complete sentences
- Understand and use simple sentences in speech and writing. (e.g., The child read the book; The child read the book, but she did not watch the movie).

Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*

CORE PUNCTUATION and SPELLING SKILLS

- Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Generalize learned spelling patterns when writing words (e.g., cage - rage; boy---+ toy).
- Consult reference materials as needed to check and correct spellings.
- Use end punctuation for sentences.
- Capitalize dates and names of people

Language Standards-Grade 1

L3. Knowledge of Language

Begins in grade 2.

Vocabulary Acquisition and Use

L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L5. Demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).

- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

MATHEMATICS

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.

Note: Problems should be *represented* using objects, drawings, and equations with a symbol for the unknown number. Problems should be *solved* using objects or drawings, and equations.

2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.

Note: Students need not use formal terms for these properties

4. Understand subtraction as an unknown-addend problem within 20.

Add and subtract within 20.

5. Relate counting to addition and subtraction.

- 6a. Add and subtract within 20. Use strategies such as:

- counting on;
- making ten;
- decomposing a number leading to a ten;
- using the relationship between addition and subtraction; and
- creating equivalent but easier or known sums.

- 6b. Fluently add and subtract within 10.

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

8. Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.

Number and Operations in Base Ten

Extend the counting sequence.

1. 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.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones.

a. Understand 10 can be thought of as a bundle of ten ones, called a "ten".

b. Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

c. Understand 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).

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the

results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including
 - a two-digit number and a one-digit number,
 - a two-digit number and a multiple of 10.

Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written representation and explain the reasoning used.

5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 from multiples of 10 in the range 10-90 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 used to a written representation and explain the reasoning.

Measurement and Data

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Measure the length of an object using same-size “length units” placed end to end with no gaps or overlaps. Express the length of an object as a whole number of “length units.”

Tell and write time and money.

- 3a. Tell and write time in hours and half-hours using analog and digital clocks. Develop an understanding of common terms, such as, but not limited to, o'clock and half past.
- 3b. Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.
- 3c. Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry

Reason with shapes and their attributes.

1. Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.
2. 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.
3. 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

Individual Development and Cultural Identity

1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.

- 1.1a Families are a basic unit of all societies, and different people define family differently.
- 1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.
- 1.1c Awareness of America’s rich diversity fosters intercultural understanding.

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

- 1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.
- 1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation’s history, values, and beliefs.

Civic Ideals and Practices

1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.

- 1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.
- 1.3b Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.
- 1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.

1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.

- 1.4a Rules and laws are developed to protect people’s rights and for the safety and welfare of the community.
- 1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.
- 1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.

Geography, Humans, and the Environment

1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.

- 1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.
- 1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.
- 1.5c Symbols are used to represent physical features and man-made structures on maps and globes.

1.6 People and communities depend on and modify their physical environment in order to meet basic needs.

- 1.6a People and communities depend on the physical environment for natural resources.
- 1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.
- 1.6c People interact with their physical environment in ways that may have a positive or negative effect.

Time, Continuity, and Change

1.7 Families have a past and change over time. There are different types of documents that relate family histories. (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their student and availability of information.)

- 1.7a Personal and family history is a source of information for individuals about the people and places around them.
- 1.7b Families change over time, and family growth and change can be documented and recorded.
- 1.7c Families of long ago have similarities and differences with families today.
- 1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.

1.8 Historical sources reveal information about how life in the past differs from the present.

- 1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.
- 1.8b Oral histories, biographies, and family time lines relate family histories.

Economic Systems

1.9 People have many economic wants and needs, but limited resources with which to obtain them.

- 1.9a Scarcity means that people’s wants exceed their limited resources.
- 1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.
- 1.9c People use tools, technologies, and other resources to meet their needs and wants.

1.10 People make economic choices as producers and consumers of goods and services.

- 1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.
- 1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.
- 1.10c People and families work to earn money to purchase goods and services that they need or want.
- 1.10d People make decisions about how to spend and save the money that they earn.

SCIENCE

The New York State P-12 Science Learning Standards are based on the Framework for K–12 Science Education developed by the National Research Council and the Next Generation Science Standards. The framework outlines three dimensions that are needed to provide students a high-quality science education.

Dimension 1: Science and Engineering Practices Engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. As in all inquiry-based approaches to

science teaching, students will engage in the practices and not merely learn about them secondhand (e.g., articles, textbook, video clips, etc.). Students comprehend scientific practices, appreciate the nature of scientific knowledge itself, while directly experiencing those practices for themselves. The eight science and engineering practices mirror the practices of professional scientists and engineers. Use of scientific and engineering practices will strengthen students' skills in these practices while developing students' understanding of the nature of science and engineering. Listed below are the eight science and engineering practices:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Dimension 2: Disciplinary Core Ideas They are designed to help children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works. The goal is to guide their knowledge toward a more scientifically based and coherent view of the natural sciences and engineering, as well as of the ways in which they are pursued and their results can be used.

Dimension 3: Crosscutting Concepts have application across all domains of science. The seven Crosscutting Concepts are meant to give students an organizational structure to understand the world and help students make sense of and connect Core Ideas across disciplines and grade bands. They are not intended as additional content. Listed below are the Crosscutting Concepts from the Framework:

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of System

CIVIC READINESS

Civic Knowledge

Examples of fundamental Civic Knowledge include:

- What kind of government do we have in the United States; the structure and functioning of government, law, and democracy at the federal, state, local, and school levels, and how to participate;
- Discussing why people vote and having classroom voting;
- Discussion the Bill of Rights and creating a classroom Bill of Rights;
- History, geography, economics, and current events within our country and in our global society; and
- Discussing what makes a community; map out what students community looks like.

Civic Skills & Actions

Examples of Civic Skills & Actions include:

- Discuss and/or participate in activities that focus on a classroom or a community problem and analyze different solutions;
- Recognizing what it is like to be an American - values and beliefs;
- Identify rights and responsibilities in classrooms, schools, and communities; and
- Identify differing philosophies of social and political participation.

Civic Mindsets

Examples of key Civic Mindsets include:

- Valuing equity, inclusivity, diversity, and fairness;
- Recognizing the need to plan for both current needs and the good of future generations;
- Empathy, compassion, and respect for the views of people with other opinions and perspectives;
- Demonstrating a sense of self as an active participant in society, willing to contribute to solving local and/or national problems; and
- Discussion on what makes a good community member.

Civic Experiences

Examples of Civic Experiences include:

- Showing respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict;
- Exploring how anyone can create positive change in his or her school, community, or country;
- Participating in school and community governance, ;
- Taking responsibility for improving one's community—locally, in government at all levels, and in the broader world; and
- Identify and help solve problems within ones community.



Civic Readiness for All Students K-4



Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.

What is Civics? The study of the rights and responsibilities of citizenship.

Who are Civic Ready students?

Student who use civic knowledge, skills and mindsets to make decisions and take actions for themselves, their communities, and the public good.

What is a community?

A community is a social unit (a group of living things) with commonality such as norms, religion, values, customs, or identity.

Communities work together to meet the needs of those who are part of it. There are many kinds of communities you might be part of: your school; your neighborhood; your city or town. Communities can work together to solve problems, make changes, or improve things for everyone. People in a community might have different ideas, look different, or not agree on some things.

Why is Civic education important? People work together in many ways to create a community. You might see people working together in school, in your family or in shops and business such as a restaurant or a grocery store. Each of us contribute to our communities. Civics education highlights these connections between ourselves and other people. It is through these connections that we can make a difference in our local, national and international communities. One of the big reasons we have Social Studies in schools is to make sure that you are civic ready and an actively engaged participant in the life of your communities. Civics education helps everyone to work together to create positive change while respecting what makes us each unique.

Civic Readiness is:



- Knowledge of our government and how it is organized.
- Grade appropriate understanding of geography, culture, law, and current events.
- Age appropriate understanding within our democratic system
- Rights guaranteed by the U.S. Constitution and Constitution of the State of New York.



- Demonstrate kindness to others.
- Participate in important discussions in your school, community, and family.
- Research news stories to find out more.
- Engage in classroom debates - respectfully disagreeing with other viewpoints and provide evidence for a counterargument.



- Being different is okay.
- Thinking about the future, my own and others is important.
- Treat others how you would like to be treated.
- Actively participate with others respectfully.
- Making choices while considering those around us.




- Active involvement in a school or community issue that concerns you—trash pickup in the community; ideas for recess and lunch time at school.
- Writing to your town/city or state officials about an issue important to you.
- Watching or reading age appropriate news.
- School or classroom voting.


COMPUTER SCIENCE AND DIGITAL FLUENCY LEARNING STANDARDS

Computer Science and Digital Fluency Learning Standards


Standards at a Glance

Grades K-1



Impacts of Computing


Subconcept	Standard
Society	K-1.IC.1 Identify and discuss how tasks are accomplished with and without computing technology.
	K-1.IC.2 Identify and explain classroom and home rules related to computing technologies.
Ethics	K-1.IC.3 Identify computing technologies in the classroom, home, and community.
	K-1.IC.4 Identify public and private spaces in our daily lives.
	K-1.IC.5 <i>This Standard begins in Grade Band 2-3.</i>
Accessibility	K-1.IC.6 With teacher support, identify different ways people interact with computers and computing devices.
Career Paths	K-1.IC.7 Identify multiple jobs that use computing technologies.

Computational Thinking


Subconcept	Standard
Modeling and Simulation	K-1.CT.1 Identify and describe one or more patterns (found in nature or designed), and examine the patterns to find similarities and make predictions.
Data Analysis and Visualization	K-1.CT.2 Identify different kinds of data that can be collected from everyday life.
	K-1.CT.3 Identify ways to visualize data, and collaboratively create a visualization of data.
Abstraction and Decomposition	K-1.CT.4 Identify a problem or task and discuss ways to break it into multiple smaller steps.
	K-1.CT.5 Recognize that the same task can be described at different levels of detail.
Algorithms and Programming	K-1.CT.6 Follow an algorithm to complete a task.
	K-1.CT.7 Identify terms that refer to different concrete values over time.
	K-1.CT.8 Identify a task consisting of steps that are repeated, and recognize which steps are repeated.
	K-1.CT.9 Identify and fix (debug) errors within a simple algorithm.
	K-1.CT.10 Collaboratively create a plan that outlines the steps needed to complete a task.

NYS K-12 Computer Science and Digital Fluency Learning Standards

1

Standards at a Glance

Grades K-1

Networks & System Design



Subconcept	Standard
Hardware and Software	K-1.NSD.1 Identify ways people provide input and get output from computing devices.
	K-1.NSD.2 Identify basic hardware components that are found in computing devices.
	K-1.NSD.3 Identify basic hardware and/or software problems.
Networks and the Internet	K-1.NSD.4 Identify how protocols/rules help people share information over long distances.
	K-1.NSD.5 Identify physical devices that can store information.

Cybersecurity



Subconcept	Standard
Risks	K-1.CY.1 Identify reasons for keeping information private.
Safeguards	K-1.CY.2 Identify simple ways to help keep accounts secure.
	K-1.CY.3 <i>This Standard begins in Grade Band 2–3.</i>
	K-1.CY.4 Decode a word or short message using a simple code.
Response	K-1.CY.5 Identify when it is appropriate to open and/or click on links or files.

Digital Literacy



Subconcept	Standard
Digital Use	K-1.DL.1 Identify and explore the keys on a keyboard.
	K-1.DL.2 Communicate and work with others using digital tools.
	K-1.DL.3 Conduct a basic search based on a provided keyword.
	K-1.DL.4 Use a least one digital tool to create a digital artifact.
	K-1.DL.5 <i>This Standard begins in Grade Band 4–6.</i>
Digital Citizenship	K-1.DL.6 <i>This Standard begins in Grade Band 2–3.</i>
	K-1.DL.7 Identify actions that promote good digital citizenship and those that do not.



Additional Internet Resources



William Floyd School District:

www.wfsd.k12.ny.us

Step 1: Go to Students

Step 2: Go to Additional Student Resources



New York State Education Department:

www.nysed.gov



Regional Bilingual Education Resource Network:

www.rbern.org

Sample of Grade 1 Report Card.



William Floyd Union
Free School District
of the Mastic-
Moriches-Shirley

**Student Reports Summary
Grade 1
20__ / 20__**

Student# _____
Student _____
Teacher _____
School _____
Principal _____

ATTENDANCE			
	T1	T2	T3
Days Absent			
Days Tardy			

SUPPLEMENTAL INSTRUCTION			
	T1	T2	T3

KEY TO PERFORMANCE LEVELS			
E	Exceeds Grade Level Expectations		
M	Meets Grade Level Expectations		
AP	Approaching Grade Level Expectations		
BL	Below Grade Level Expectations		

Approximate Grade Level Text	T1	T2	T3
Kindergarten	Pre	A/B	C/D
1 st Grade	E/F	G/H	I/J
2 nd Grade	K/L	L/M	M/N
3 rd Grade	M/N	N/O	O/P

FINE MOTOR DEVELOPMENT			
	T1	T2	T3
Demonstrates age appropriate fine motor skills (cutting, coloring, etc.)			
Writes neatly & legibly; forms letters & numbers correctly			

READING	T1	T2	T3
Reads sight words			
Uses a variety of strategies to identify unfamiliar words: pictures, context, decoding			
Uses context to monitor and self-correct			
Reads fluently: accuracy, phrasing, pausing, stress, expression			
Demonstrates literal comprehension skills: finding details, story elements, sequencing of events			
Demonstrates inferential comprehension skills: cause/effect, main idea, figurative language			
Responds to literature			
WRITING	T1	T2	T3
Uses appropriate spacing, capitalization, & punctuation			
Uses grammatically correct sentence structure			
Spells grade level words appropriately; applies spelling rules			
Expresses ideas in an organized manner			
Uses details to support ideas			
SPEAKING & LISTENING	T1	T2	T3
Listens & responds during collaborative conversations: Attentive to speaker, stays on topic, follows rules of discussion			
Speaks to express ideas clearly: Speaks in complete sentences, includes supportive details, asks & answers questions			
MATHEMATICS	T1	T2	T3
Demonstrates an understanding of mathematical concepts			
Understands and applies a variety of strategies to solve problems			
Knows basic facts and performs calculations with accuracy			

SCIENCE	T1	T2	T3
Demonstrates knowledge of content & concepts			
Understands subject related vocabulary			
Demonstrates appropriate use of mathematical applications, tools, & equipment			

SOCIAL STUDIES	T1	T2	T3
Understands & applies terms, concepts, & skills			
Understands subject related vocabulary			

KEY TO LIFE LONG LEARNING HABITS			
M	Meets Grade Level Expectations		
AP	Approaching Grade Level Expectations		
BL	Below Grade Level Expectations		
LIFE LONG LEARNING HABITS			
Behaviors that Support Academic Progress	T1	T2	T3
Completes homework			
Follows directions			
Demonstrates pride in the quality of work			
Responsible for materials and organizes workspace			
Completes tasks independently			
Uses time appropriately			
Actively engaged in class activities			
Behaviors that Support Social Development	T1	T2	T3
Respectful to school personnel			
Respectful to peers			
Respectful to property			
Follows classroom, school rules & procedures			
Demonstrates self-control			
Accepts responsibility for own actions			
Works cooperatively with others			

1st TRIMESTER COMMENTS			
2nd TRIMESTER COMMENTS			
3rd TRIMESTER COMMENTS			

Every Student Succeeds Act

5

Things every parent should know about New York State’s plan for the Every Student Succeeds Act



What is ESSA?	The Every Student Succeeds Act (ESSA) is a federal law that outlines how states can use federal money to support public schools. In September 2017, New York State submitted its plan for the approximately \$1.6 billion New York receives annually under ESSA.
Why does it matter?	New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State has sought feedback to design a plan that advances equity, access, and opportunity for <i>all</i> students.
What do parents need to know?	Below are highlights of important elements for parents and families in the plan. We encourage you to visit the New York State Education Department’s ESSA website to learn more about the plan.

1 New York State values a well-rounded education for all.

Parents and families should know how their child’s school is performing in many areas, not just academic subjects.

Schools and districts will be measured annually on these indicators:

For all schools	For high schools	Future indicators:
<ul style="list-style-type: none"> English language arts Math Science Progress in learning English (for those who don’t speak it) Chronic absenteeism (absent 18+ days, with exceptions) 	<ul style="list-style-type: none"> Social studies Graduation rate College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc. 	<ul style="list-style-type: none"> Out-of-school suspensions (beginning with 2018-19 results) Being ready for high school (once data becomes available) “Learning environment” indicators (e.g., class size, access to arts classes)

2 New York State wants to reduce testing time and improve the testing experience.



Tests in grades 3-8 English and math will be reduced to two days each in 2018.



The state will try new ways to assess student knowledge that could ask students to complete and present performance tasks.

95%

The federal law requires 95% of students in each tested grade and subgroup to take the appropriate tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate math and science tests into more languages, and when funding becomes available, will create a language-arts test in students’ native language.

3

New York State will help teachers and school leaders be ready for success and ensure that all students have access to an excellent educator.



The state will look at changes in how teachers and leaders are prepared to make sure they are ready on day one.



New York State has many excellent teachers. We will ensure that all schools have the ability to attract and keep them.

4

New York State is counting on parents for additional help when their child's school is identified for improvement.



If your child's school is identified as low-performing ...



... then it will have to ask parents, teachers, and students how they think the school can do better ...



... and you will have a say in how your school spends part of the federal money it receives to improve.

5

New York State will provide parents with a more complete picture of their child's school.



New public reports will show information on student test scores, graduation rates, and other outcomes for schools, districts, and the state, consistent with privacy laws.



The reports also will give information on things parents care deeply about, such as class size or opportunities for students to participate in the arts.



Parents will know how much each school is spending per student through the new reports.



Districts, schools, and the New York State Education Department will use the information in these reports to help districts adjust spending or come up with new ways to meet students' needs.

PARENTS RIGHT-TO-KNOW FSSA

1006(e) "(e) PARENTS RIGHT-TO-KNOW—“(1) INFORMATION FOR PARENTS.—

“(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following: “(i) Whether the student’s teacher— “(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; “(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and “(III) is teaching in the field of discipline of the certification of the teacher. “(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

“(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student— “(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and “(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

“(2) TESTING TRANSPARENCY.—

“(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

“(3) ADDITIONAL INFORMATION.—Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency’s website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including— “(i) the subject matter assessed; “(ii) the purpose for which the assessment is designed and used; “(iii) the source of the requirement for the assessment; and “(iv) where such information is available— “(I) the amount of time students will spend taking the assessment, and the schedule for the assessment; and “(II) the time and format for disseminating results.”

“(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

“(3) LANGUAGE INSTRUCTION.—

“(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of— “(i) the

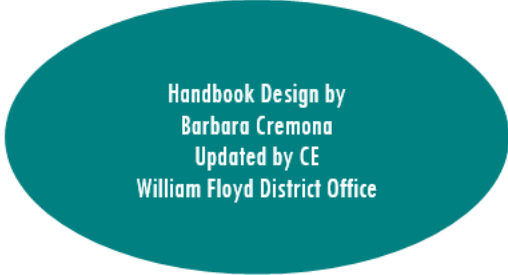
reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program; “(i) the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement; “(iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction; “(iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child; “(v) how such program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; “(vi) the specific exit requirements of the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four year adjusted cohort graduation rates and exit-tended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools; “(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section “(viii) information pertaining to parental rights that includes written guidance— “(i) detailing the right that parents have to have their child immediately removed from such program upon their request; “(ii) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and “(iii) assisting parents in selecting among various programs and methods of instruction, if more than program or method is offered by the eligible entity.

“(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

“(C) PARENTAL PARTICIPATION.— “(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can— “(i) be involved in the education of their children; and “(ii) be active participants in assisting their children to— “(aa) attain English proficiency, “(bb) achieve at high levels within a well-rounded education; and “(cc) meet the challenging State academic standards expected of all students. “(ii) REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

“(D) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language minority status. “(4) NOTICE AND FORMAT.—The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.”

2022-2023



**Handbook Design by
Barbara Cremona
Updated by CE
William Floyd District Office**

William Floyd School District