



RESOURCE GUIDES FOR SCHOOL SUCCESS:

THE FIRST GRADE EARLY LEARNING
STANDARDS

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Introduction

The New York State Resource Guides for School Success: The First Grade Early Learning Standards consolidates all first grade learning standards into one document. This resource follows *The New York State Resource Guides for School Success: The Prekindergarten Early Learning Standards* and *The New York State Resource Guides for School Success: The Kindergarten Early Learning Standards* which were both published in 2019.

Purpose of this Document

This resource was developed through a collaboration between the New York State Education Department's Offices of Early Learning and Curriculum and Instruction. It is intended to be used as a reference tool by teachers, specialists, and administrators responsible for designing programs for first grade students. This resource also provides a uniform format for learning standards in all content areas to make it easier for users to read and understand. However, **users are encouraged to review the full articulations of the New York State Learning Standards** where links are provided since they offer a higher level of detail, include additional introductory statements (linked below), and illustrate learning progressions to upper grades.

Introductory Statements

[Physical Education](#)

[Social Emotional Learning](#)

[English/Language Arts](#)

[Mathematics](#)

[Science](#)

[Social Studies](#)

[Arts](#)

[Computer Science & Digital Fluency](#)

From a planning perspective, this document highlights the importance of addressing elementary students' development and learning across all domains. However, The New York State First Grade Learning Standards (NYS1LS) Resource is not a curriculum, assessment, or set of teaching strategies.

Rather than prescribe a lockstep progression of lessons or curricula for all children in all settings, the Standards serve to articulate the expectations of what children can learn and do as a result of instruction that is not standardized, but personalized, differentiated, adapted, culturally and linguistically relevant, and context-based. While we may have the same learning objectives for all children, our means for meeting these objectives are highly responsive to the individual child.¹

It is with these end-of-year expectations that local programs and schools can design, deliver, modify, and adapt curricula and instruction that meets the needs of children based on where they are developmentally, linguistically, culturally, and experientially. The NYS1LS Resource provides:

- a learning framework for all first grade children regardless of abilities, language, background, or diverse needs;
- a resource for planning professional learning opportunities; and
- a tool for focusing discussions on early learning by educators, policy makers, families, and community members.

¹ New York State Education Department. (2016). Introduction to the NYS Next Generation Early Learning Standards. By Zoila Morell in partnership with the New York State Education Department. Albany, NY. <http://www.nysed.gov/common/nysed/files/introduction-to-the-nys-early-learn-ing-standards.pdf>

Callahan, R.M., Gandara, P. (2014). *The Bilingual Advantage: Language, Literacy and the U.S. Labor Market*. London: *Multilingual Matters*

Guiding Principles for the NYS1LS Resource

The learning standards provided in this document serve as a resource for planning curriculum built upon knowledge and skill-building units of study.

1

All children are capable of learning, achieving, and making developmental progress. These standards are intended for all children regardless of economic, linguistic, and cultural differences or physical, learning, social-emotional and communication abilities. Children develop at different rates and each child is unique in their own development, growth, and acquisition of skills. Students should receive appropriate accommodations to ensure their maximum participation; their diversity should be treated as an asset to the learning environment.

2

Children are active learners. A primary approach to learning is through purposeful play. Intentional planning promotes rich learning experiences that encourage participation, involve multiple contexts, and engage the senses that help children explore their environment.

3

Early development and learning are multi-dimensional. Children's learning is integrated and occurs simultaneously across all domains, which are interrelated and interactive with one another.

4

Children learn in the context of interactions and relationships with family members, caregivers, teachers, and other children in their immediate environment and in their community.

5

Family is a significant contributor to children's lifelong development and learning. Actively engaging caregivers in the early education of their children is essential to children's success in the elementary classroom and later learning.

6

These learning standards may be used as tools to empower families, teachers, and caregivers to better support and enhance young children's development and learning.

7

These learning standards acknowledge, respect, and embrace children's diverse backgrounds, their heritage, cultures, and linguistic experiences.

8

Students with Disabilities' Individualized Education Plans (IEPs) are developed in consideration of these learning standards.

9

These learning standards are guided by research, stakeholder feedback, and effective practice to strengthen instruction and educational experiences across all settings. They are systemically aligned with all of the New York State PK-12 Learning Standards.

The NYSKLS Resource is **not**:

- Intended to be used as a curriculum
- Intended to mandate specific teaching practices or materials
- Meant to stifle the creativity of children, educators, or parents
- Intended to be used as a checklist, but can inform the development or selection of screening and progress monitoring tools
- Intended to be used as an assessment tool
- Meant to bar children from entry to second grade
- Meant to replace students with disabilities' IEP goals

Students with Disabilities

It is essential that we have high expectations for what all students can learn. First grade students with disabilities must have opportunities to benefit from high quality instruction and to reach the first grade learning standards. Each student with a disability must have an IEP that is developed in consideration of State learning standards and includes annual goals aligned with and chosen to facilitate the student's attainment of the standards. Students with disabilities must also be provided appropriate special education and related services and supports (including accommodations, modifications, and scaffolding). The intensity of services and supports must be based on the individual strengths and needs of the students so that they can gain knowledge and skills as well as demonstrate what they have learned. In addition to supports and services, special education must include specially designed instruction, which means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability. For more information about special education programs and services for students with disabilities, visit NYSED's Office of Special Education webpage (<http://www.p12.nysed.gov/specialed/>). Additional information can also be found in NYSED's Resource to Special Education Support Services (<http://www.p12.nysed.gov/earlylearning/documents/AResourceToSpecialEducationSupportServices.pdf>).

Multilingual Learners

A command of the English language is not a precondition to meeting every standard. As children progress in the grades and language acquisition, they can demonstrate mastery of many of the skills outlined in the standards in English, bilingually, or using their home language(s). Children can, for example, *demonstrate understanding of word relationships and word meanings (1.ELAL.28.)* in their home language. Rather than hinder progress towards the standards, the home language is an invaluable resource to advance learning. Intentional, strategic use of children's home languages in the first grade classroom can, for example, enhance student engagement, scaffold comprehension, support authentic assessment, and promote parental involvement². "Research highlights many lifelong advantages associated with bilingualism. The ultimate purpose of the learning standards would be to develop children's potential, so they garner and sustain every possible advantage into adulthood. Promoting bilingualism and multilingualism as children develop proficiency in the English language is in keeping with that purpose."³ For more information, see NYSED's English Language Learner/Multilingual Learner Educator Tools and Best Practices (<http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-educator-tools-and-best-practices>).

About First Graders

First grade is an exciting time when children may start to exhibit more independence, begin to understand their place in the world, move toward abstract thinking, build confidence through social relationships and demonstrating their abilities, talk about and describe thoughts and feelings, and show more concern for others. They thrive on encouragement and need a lot of positive reinforcement. Importantly, first grade is when children begin to understand themselves – and how others view them – as learners. Much like kindergarten, first grade may also be a transition point for many children. For example, it may be some children's first full-day, full-week formal learning experience while others may have had several years of experience. It is critically important that school leaders pave the way for first grade teachers to create a caring community of learners and ensure a sense of belonging, use teaching approaches that support children's development and learning, plan meaningful and integrated learning experiences within the curriculum, use authentic formative assessment across domains to inform instruction, value the students' cultures and languages, and develop relationships with families (adapted from www.naeyc.org).

- As a reminder, this resource, which is **not a full articulation of the New York State Learning Standards**, provides a uniform format for learning standards in all content areas to make it easier for users to read and understand. However, **users are encouraged to review the full articulations of the NYS Learning Standards** where links are provided since they provide a higher level of detail, additional introductory statements and illustrate learning progressions to upper grades. Please refer to introductory documents for each subject as applicable as well as the complete standards documents, located on the [Office of Curriculum and Instruction's website](#).

² Adapted from the New York State Education Department's New York State Next Generation Standards Early Learning Introduction.

³ Callahan, R.M., Gandara, P. (2014). *The bilingual advantage: Language, literacy and the U.S. labor market*. London: Multilingual Matters

Below is a list of key terms and concepts with definitions. These terms and general concepts are emphasized to ensure a common understanding among readers of the Resource.

Communicate, Communication, and Language	Throughout the standards and indicator statements, the terms communicate, communication, and language mean that children can use any language or means of expression, including home language(s), combination of home language(s) and English, sign language, or use of alternative methods.
Continuum and progression	The NYS1LS Resource should be understood as a set of learning progressions. The first grade learning standards described in this document represent reasonable expectations for the end of a full year of quality instruction. All children learn at different rates; therefore, children's learning is not uniform. Teachers might need to look at related standards below or above the first grade level to guide instructional approaches.
Emergent Reader, Early Reader	An emergent reader, including an emergent multilingual reader, is on the path to fluent literacy, before conventional reading and writing skills are developed. An emergent reader is one who begins to recognize letter sounds, familiar sight words, or symbolic representations of words. An early reader has moved beyond the emergent reader stage and is able to apply some reading strategies to interact with texts. An early reader begins to monitor their own reading and self-correct.
Domain	Domain refers to specific aspects of growth and change. When looking at child development, several domains or developmental areas are considered. These include approaches to learning; physical development and health; social and emotional learning; English language arts and literacy; and cognition and knowledge of the world.
Learning Standards	Learning standards are goals for New York State students. Learning standards should be considered the destination; learning ideally intended to be accomplished by the end of an instructional year.
Indicators	Indicators are observable and demonstrative and can be accomplished through play and active engagement. They are examples of how students might demonstrate they are moving towards or achieving the respective standard. The lists of indicators are not exhaustive; they are samples of observable behaviors children may exhibit. Some standards do not provide indicators while other have several. The indicators are not in a specific order, nor should they be used as a checklist. Not all children will demonstrate how they are moving toward the standard the same way.
Curriculum	Curriculum is the content, concepts, and skills students will learn. Curriculum addresses all domains of learning and all types of learners.
Instruction	Instruction includes the ways (approaches, strategies, environments, materials, interactions, scaffolds) educators choose to teach the curriculum, based on the needs of their students.
Assessment	Assessment includes the processes used to learn more about student learning and progress. Assessment guides and informs teaching and allows students to reflect about their own learning.
Text	The word "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.

Organizational Structure

DOMAIN 1: Approaches to Learning (AL)

How children become involved in learning and acquiring knowledge.

DOMAIN 2: Physical Development and Health (PDH)

Children's physical health and ability to engage in daily activities, both outdoors and inside.

DOMAIN 3: Social and Emotional Learning (SEL)

The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community.

DOMAIN 4: English Language Arts and Literacy (ELAL)

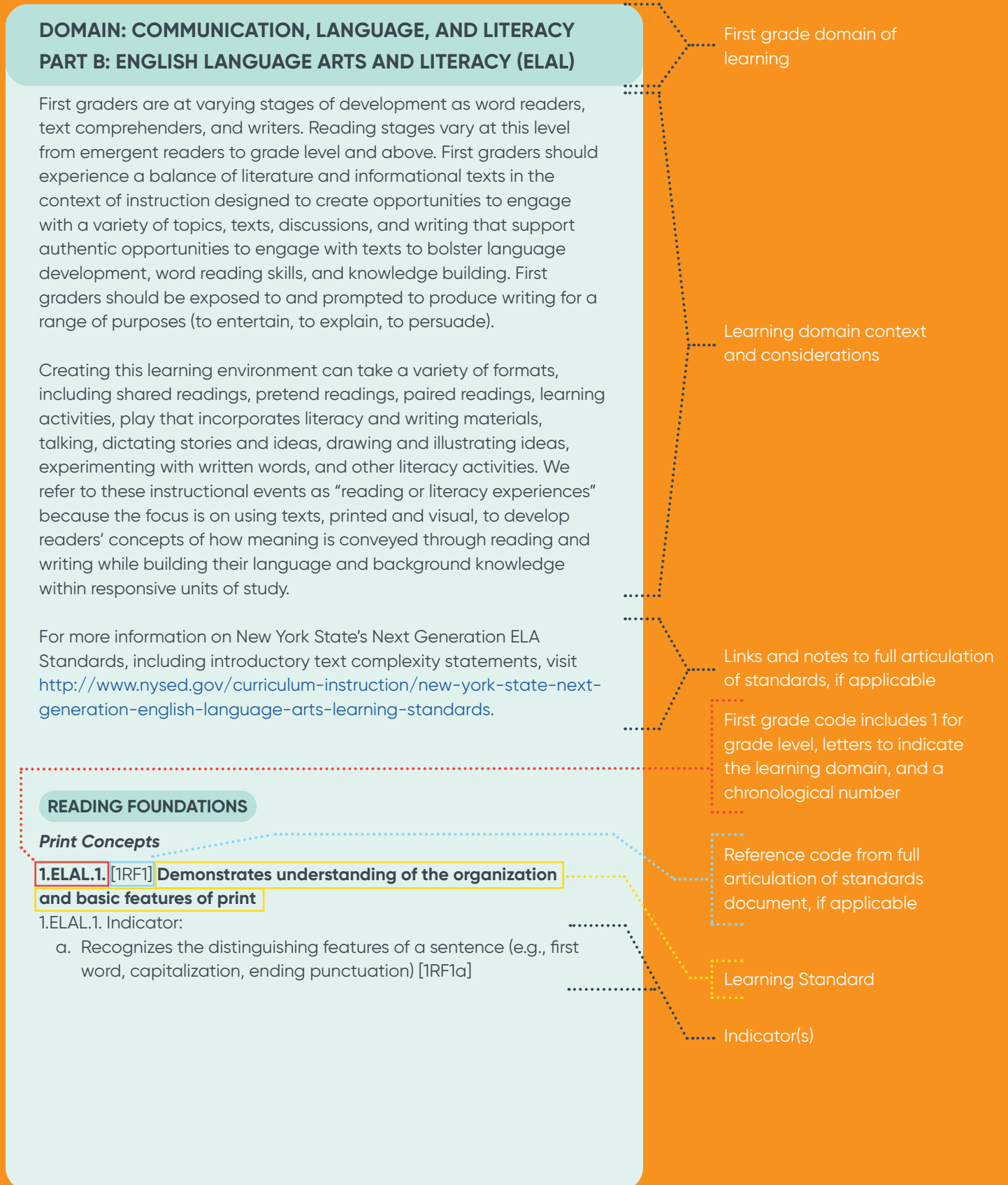
How children understand, create, and communicate meaning.

DOMAIN 5: Cognition and Knowledge of the World (Mathematics (MATH), Science (SCI), Social Studies (SOC), the Arts (ARTS), Technology, Computer Science, and Digital Literacy (TECH))

What children need to know and understand about their world and how they apply what they know.

In this document, each of the above key domains of learning is introduced with a brief context statement or set of considerations to help with planning curriculum, instruction, and assessment. Following the brief context, links and notes to original standards documents are provided. These domains are further categorized into topics. Following each topic are learning standards, and in some cases, a set of indicators for the standard. Each first grade learning standard in this document uses a numbering system that includes 1, an abbreviation of the first grade domain of learning name and an assigned number. For example, **1.ELAL.1**. In some cases, an additional reference code is provided in brackets. The reference code in brackets is the number code used in the full articulation of the standards. For example, **1.ELAL.1 [1RF1]**. This allows users to quickly refer to fully articulated standards documents and see how they exist within a continuum across age-ranges and grades. Figure 1 illustrates this structure.

Figure 1: Explanation of the Structure of the Standards Resource



Domain 1: Approaches to Learning

DOMAIN: APPROACHES TO LEARNING (AL)

Approaches to Learning contains key skill areas for 21st Century learners. Elementary students build and strengthen these skills when they are integrated throughout the daily curriculum, embedded within instructional practices, and activated during play, experiential, and cooperative learning. This domain area provides specific learning expectations that support the changing demands of the workforce from rote functions to an emphasis on working with new information and solving unstructured problems. The skills outlined by these learning standards are the result of the overall learning environment and culture, interactions, language, and instructional practices within classrooms. For example, teachers can support these skill areas by establishing a classroom environment that fosters risk-taking, imaginative thinking, oral language development, idea generation, collaboration, persistence, etc. Teachers can plan daily opportunities for spontaneous and intentional play, responsive activities, and projects that create opportunities for children to practice these skills independently and with peers while being supported by adults, within the content being taught. Multilingual Learners can demonstrate knowledge in English, their home language(s), or both for all content areas. For information on establishing a culturally-responsive classroom environment, reference the NYSED's Culturally Responsive-Sustaining Education Framework (<http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>).

PLAY AND ENGAGEMENT IN LEARNING

1.AL.1. Engages in cooperative, purposeful, and interactive play and activities that enhance learning and encourage exploration

1.AL.1. Indicators:

- Engages in play, activities, and simple games with rules and demonstrates ability to plan ahead and develop strategies
- Cooperates with peers during activities and play experiences
- Demonstrates awareness of connections between prior and new knowledge

1.AL.2. Actively engages in problem solving strategies to achieve goals

1.AL.2. Indicators:

- Adapts strategies to complete unfamiliar activities or activities in new contexts
- Tries a new way (e.g., ask a peer, trial and error, breaking tasks into steps, use material in new way) to complete tasks before asking for help or stopping due to frustration
- Communicates ideas or asks clarifying questions

The Practices

Throughout the New York State PK-12 Learning Standards, our practices represent the overarching approaches to learning expected of New York's students throughout their educational career and beyond. These include:

Lifelong Practices of Readers and Writers:

<http://www.nysed.gov/common/nysed/files/pro-grams/curriculum-instruction/nys-next-generation-ela-standards.pdf#page=8>

Science and Engineering

Practices: <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nysscienceintro.pdf#page=4>

Social Studies Practices:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-12-intro.pdf#page=10>

Standards for Mathematical

Practice: <http://www.nysed.gov/common/nysed/files/pro-grams/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf#page=7>

CREATIVITY AND IMAGINATION**1.AL.3. Approaches tasks and problems using materials/strategies in uncommon and creative ways to create, try, or do something new**

1.AL.3. Indicators:

- a. Uses materials/props in novel ways to represent ideas, characters, and objects
- b. Begins to bring ideas/concepts together from other areas of learning to further understanding
- c. Communicates their own ideas

CURIOSITY AND INITIATIVE**1.AL.4. Explores and asks questions for information about a growing range of topics, ideas, and tasks**

1.AL.4. Indicators:

- a. Demonstrates interest in exploring new materials and learning from the environment and new experiences
- b. Asks questions to learn from others or understand something (e.g. show me how you did that)

PERSISTENCE**1.AL.5. Demonstrates persistence**

1.AL.5. Indicators:

- a. Resists distraction and maintains attention to a task or activity (e.g., teacher instruction, activities) with minimal redirection
- b. Continues with or returns to activities despite distractions or interruptions
- c. Persists despite frustration or disappointment; shows pride in accomplishments

1.AL.6. Demonstrates organizational skills

1.AL.6. Indicators:

- a. Organizes materials appropriately (e.g., puts things away when finished, organizes materials by category)
- b. Carries out organized routines (e.g., gathers and returns math manipulatives)
- c. Describes and implements multiple steps to be followed for an activity or project

Domain 2: Physical Development and Health

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Many teachers are concerned about ensuring adequate physical development and health opportunities without sacrificing cognitive and academic learning time. The good news is that research has shown strong links between healthy eating, physical activity, and improved academic achievement. Multiple opportunities are to be built into the daily curriculum and routines to foster physical development and health. In addition to a daily schedule that provides ample time for planned physical activities and outings, teachers can integrate physical development and health with other domains of learning. For example, they can incorporate opportunities for large and small muscle movement through games, music, dance, and art; promote healthy habits in authentic ways through learning centers and play; and build a sense of well-being through routines, integrated curriculum design, and instructional strategies.

New York State was in the process of finalizing K-12 standards in this area at the time of publication of this resource. The standards below are based on the most recent version (as of September 2019). To view the most recent NYS Learning Standards for Physical Education, visit <http://www.nysed.gov/curriculum-instruction/physical-education/>.

PHYSICAL DEVELOPMENT

1.PDH.1. [NY.S1.1-4] Demonstrates competency in a variety of motor skills and movement patterns through sport skills, games, dance, movement, rhythmic activities, and lifetime activities

1.PDH.1. Indicators:

- a. Demonstrates emerging forms of locomotor, non-locomotor, and manipulative skills
- b. Demonstrates emerging forms of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities

1.PDH.2. [NY.S2.1-2] Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance through movement concepts

1.PDH.2. Indicator:

- a. Differentiates among a variety of movement concepts

PHYSICAL FITNESS

1.PDH.3. [NY.S3.1-2] Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness through fitness planning and additional health-enhancing behaviors

1.PDH.3. Indicators:

- a. Explains the effects of exercise on the heart and lungs
- b. Explains health-enhancing behaviors

PHYSICAL HEALTH AND WELL-BEING

1.PDH.4. [NY.S5.1-3] Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression

1.PDH.4. Indicators:

- a. Recognizes how physical activity contributes to overall wellness
- b. Recognizes and attempts challenging skills
- c. Describes positive feelings and personal reasons for enjoying and participating in physical activities (e.g., Running makes me feel happy.)

PHYSICAL SAFETY

1.PDH.5. [NY.S4.1-3] Exhibits responsible personal and social behavior that respects self and others through self-awareness and management, social awareness and relationship skills, and responsible decision-making

1.PDH.5. Indicators:

- a. Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings
- b. Recognizes and follows directions in physical activity settings (e.g., taking turns, sharing)
- c. Recognizes and follows directions in physical activity settings (e.g., safe behaviors, following rules)

RESOURCE MANAGEMENT

1.PDH.6. [NY.S6.1-2] Recognizes career opportunities and manages personal and community resources to achieve and maintain overall wellness

1.PDH.6. Indicator:

- a. Identifies personal resources that support participation in physical activity



Domain 3: Social and Emotional Learning

DOMAIN: SOCIAL AND EMOTIONAL LEARNING (SEL)

All children learn within social contexts and relationships. Learning through social context and relationships is especially important for young children, making the social and emotional domain a key lever to support children's learning across all domains. Extensive research indicates a strong connection between social emotional competencies and greater well-being and better school performance. It also supports the brain's ability to hold onto and work with information, concentrate, filter distractions, and adapt. This domain area has become increasingly important across all age and grade spans, not only to support academic achievement, but also for overall wellbeing through adulthood. **Like all areas of learning and development, children's social and emotional development varies greatly just by nature of the child's maturity and experience and should be viewed as benchmarks.** The instructional goal is for children to have ample opportunities to develop and practice social emotional skills, observe and experience positive behavior models, and establish and reinforce positive relationships with caring adults and peers.

NYSED developed student learning benchmarks to support social and emotional development for K-12. The K-12 benchmarks are organized by grade bands. The benchmarks are banded across grades Kindergarten–Grade 3. To see the K-12 benchmarks, visit the New York State Social Emotional Learning Benchmarks (<http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf>).

SELF-AWARENESS AND SELF-MANAGEMENT SKILLS

1.SEL.1. [1A] Identifies and manages emotions and behaviors

1.SEL.1. Indicators:

- a. Recognizes and describes emotions and how they are linked to behavior [1A.1a.]
- b. Demonstrates control of impulsive behavior [1A.1b.]

1.SEL.2. [1B] Recognizes personal qualities and external supports

1.SEL.2. Indicator:

- a. Describes one's likes, dislikes, needs, wants, strengths, challenges, and opinions [1B.1a.]

1.SEL.3. [1C] Demonstrates skills related to achieving personal and academic goals

1.SEL.3. Indicators:

- a. Describes why learning is important in helping students achieve personal goals [1C.1a.]
- b. Identifies goals for personal behavior progress, achievement, or success [1C.1b.]

SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS

1.SEL.4. Recognizes the feelings and perspectives of others [2A.]

1.SEL.4. Indicators:

- a. Recognizes that others may experience situations differently from oneself [2A.1a.]
- b. Uses listening skills to identify the feelings and perspectives of others [2A.1b.]

1.SEL.5. Recognizes individual and group similarities and differences [2B.]

1.SEL.5. Indicators:

- a. Describes the ways that people are similar and different [2B.1a.]
- b. Describes positive qualities in others [2B.1b.]

1.SEL.6. Uses communication and social skills to interact effectively with others [2C.]

1.SEL.6. Indicators:

- a. Identifies ways to work and play well with others [2C.1a.]
- b. Demonstrates adaptability and appropriate social behavior at school [2C.1b.]

1.SEL.7. [2D.] Demonstrates the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

1.SEL.7. Indicators:

- a. Identifies problems and conflicts commonly experienced by peers [2D.1A.]
- b. Identifies approaches to resolving conflicts constructively [2D.1b.]

1.SEL.8. [3A.] Considers ethical, safety, and societal factors in making decisions

1.SEL.8. Indicators:

- a. Explains why acts that hurt others are wrong [3A.1a.]
- b. Identifies social norms and safety considerations that guide behavior [3A.1b.]

DECISION-MAKING SKILLS**1.SEL.9. [3B.] Applies decision-making skills to deal responsibly with daily academic and social situations**

1.SEL.9. Indicators:

- a. Identifies a range of decisions that students make at school and at home [3B.1a.]
- b. Makes positive choices when interacting with classmates [3B.1b.]

1.SEL.10. [3C.] Contributes to the well-being of one's school and community

1.SEL.10. Indicators:

- a. Identifies and performs roles that contribute to one's classroom [3C.1a.]
- b. Identifies and performs roles that contribute to one's family [3C.1a.]

ADAPTABILITY**1.SEL.11. Adapts to change**

1.SEL.11. Indicators:

- a. Adjusts behavior for different settings and/or events
- b. Uses strategies to cope with change

Domain 4: English Language Arts and Literacy

DOMAIN: English Language Arts and Literacy

First graders are at varying stages of development as word readers, text comprehenders, and writers. Reading stages vary at this level from emergent readers to grade level and above. First graders should experience a balance of literature and informational texts in the context of instruction designed to create opportunities to engage with a variety of topics, texts, discussions, and writing that support authentic opportunities to engage with texts to bolster language development, word reading skills, and knowledge building. First graders should be exposed to and prompted to produce writing for a range of purposes (to entertain, to explain, to persuade).

Creating this learning environment can take a variety of formats, including shared readings, pretend readings, paired readings, learning activities, play that incorporates literacy and writing materials, talking, dictating stories and ideas, drawing and illustrating ideas, experimenting with written words, and other literacy activities. We refer to these instructional events as “reading or literacy experiences” because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing while building their language and background knowledge within responsive units of study.

For more information on New York State’s Next Generation ELA Standards, including introductory text complexity statements, visit <http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>.

To further support the implementation of the ELA Standards, additional guidance is provided through a series of topic briefs produced for NYSED by Nonie K. Lesaux, PhD and Emily Phillips Galloway, EdD (<http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>).

READING FOUNDATIONS

Print Concepts

1.ELAL.1. [1RF1] Demonstrates understanding of the organization and basic features of print

1.ELAL.1. Indicator:

- a. Recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) [1RF1a]

Note: Multilingual Learners can demonstrate this standard when they recognize the organization and basic feature of print in English and/or their home language(s), even if it does not follow a left to right, top to bottom format.

Phonological Awareness

1.ELAL.2. [1RF2] Demonstrates understanding of spoken words, syllables, and sounds (phonemes)

1.ELAL.2. Indicators:

- a. Counts, blends, and segments single syllable words that include consonant blends [1RF2a]
- b. Creates new words by manipulating individual sounds (phonemes) in spoken one-syllable words [1RF2b]
- c. Manipulates individual sounds (phonemes) in single-syllable spoken words [1RF2c]

Phonics and Word Recognition**1.ELAL.3. [1RF3] Knows and applies phonics and word analysis skills in decoding words**

1.ELAL.3. Indicators:

- a. Knows the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th) [1RF3a]
- b. Decodes long vowel sounds in regularly spelled one-syllable words (e.g., final- e conventions and common vowel teams) [1RF3b]
- c. Decodes regularly spelled one-syllable words [1RF3c]
- d. Determines the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound [1RF3d]
- e. Decodes two-syllable words following patterns by breaking the words into syllables [1RF3e]
- f. Recognizes and identifies root words and simple suffixes (e.g., run, runs; walk, walked) [1RF3f]
- g. Reads most common high-frequency words by sight [1RF3g]

Note: Multilingual Learners can demonstrate this standard when they recognize that letters have similar and different sounds in English and their home language(s).

Fluency**1.ELAL.4. [1RF4] Reads beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension**

1.ELAL.4. Indicators:

- a. Reads beginning reader texts, appropriate to the individual student ability, orally with accuracy, appropriate rate, and expression on successive readings [1RF4a]
- b. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary [1RF4b]

Note: The word “text” encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.

READING – LITERARY AND INFORMATIONAL TEXTS**Key Ideas and Details****1.ELAL.5. [1R1] Develops and answers questions about key ideas and details in a text****1.ELAL.6. [1R2] Identifies a main topic or central idea in a text and retells important details**

Note: Non-verbal students can retell using sign language or a storyboard or by alternative methods. Multilingual learners can also use a storyboard or retell in English, their home language(s), or both.

ELAL.7. [1R3] Describes characters, settings, and major events in a story, or pieces of information in a text**Craft and Structure****1.ELAL.8. [1R4] Identifies specific words that express feelings and senses****1.ELAL.9. [1R5] Identifies a variety of genres and explains major differences between literary and informational texts**

Note: The following are examples of literature and informational text types.

LITERATURE: picture books, stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts

INFORMATIONAL TEXTS: 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

1.ELAL.10. [1R6] Describes how illustrations and details support the point of view or purpose of the text

Integration of Knowledge and Ideas

1.ELAL.11. [1R7] Uses illustrations and details in literary and informational texts to discuss story elements and/or topics

1.ELAL.12. [1R8] Identifies specific information an author or illustrator gives that supports ideas in a text

1.ELAL.13. [1R9] Makes connections between self and text (texts and other people/world)

WRITING – PRODUCTION AND RANGE

Note: Multilingual Learners may demonstrate writing skills in English, their home language(s), or both.

Text Types and Purposes

1.ELAL.14. [1W1] Writes an opinion on a topic or personal experience; gives two or more reasons to support that opinion

1.ELAL.15. [1W2] Writes an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure

1.ELAL.16. [1W3] Writes narratives which recount real or imagined experiences or events or a short sequence of events

1.ELAL.17. [1W4] Creates a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other)

Research to Build and Present Knowledge

1.ELAL.18. [1W6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge

1.ELAL.19. [1W7] Recalls and represents relevant information from experiences or gathers information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing)

SPEAKING AND LISTENING

Note: Multilingual Learners may demonstrate writing skills in English, their home language(s), or both.

Comprehension and Collaboration

1.ELAL.20. [1SL1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play

1.ELAL.20. Indicators:

- Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic [1SL1a]
- Builds on others' talk in conversations by responding to the comments of others through multiple exchanges [1SL1b]
- Asks questions to clear up any confusion about topics and texts under discussion [1SL1c]
- Considers individual differences when communicating with others [1SL1d]

Presentation of Knowledge and Ideas

1.ELAL.21. [1SL4] **Describes familiar people, places, things, and events with relevant detail and expressing ideas clearly**

1.ELAL.23. [1SL5] **Creates and/or utilizes existing visual displays to support descriptions to clarify ideas, thoughts, and feelings**

1.ELAL.24. [1SL6] **Expresses thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience**

LANGUAGE

Conventions of Academic English/Language for Learning

***1.ELAL.25.** [1L1] **Demonstrates command of the conventions of academic English grammar and usage when writing or speaking. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the Next Generation ELA Learning Standards at www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of second grade.**

***1.ELAL.26.** [1L2] **Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the Next Generation ELA Learning Standards at www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of second grade.**

Vocabulary Acquisition and Use

1.ELAL.27. [1L4] **Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies**

1.ELAL.27. Indicators:

- Uses sentence-level context as a clue to the meaning of a word or phrase [1L4a]
- Uses frequently occurring affixes as a clue to the meaning of a word [1L4b]
- Identifies frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) [1L4c]

1.ELAL.28. [1L5] **Demonstrates understanding of word relationships and word meanings**

1.ELAL.28. Indicators:

- Sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent [1L5a]
- Defines words by category and by one or more key attribute (e.g., a duck is a bird that swims; a tiger is a large cat with stripes) [1L5b]
- Uses words for identification and description, making connections between words and their use (e.g., places at home that are cozy) [1L5c]
- Distinguishes shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings [1L5d]

Domain 5A: Cognition and Knowledge of the World: Mathematics

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD MATHEMATICS (MATH)

Mathematical learning is highly sequential in nature and dependent on prior mathematical knowledge. Teachers should individualize mathematics instruction, meeting students where they currently are rather than teaching a skill regardless of students' understanding. Building upon the foundations created with counting and cardinality in Kindergarten, students develop base-ten understanding that will allow the extension of their counting sequence. First graders will utilize counting-on methods to develop their skills with operations and algebraic thinking; furthering their sense of number. Base-ten place value concepts will also be reinforced through determining the cent value of a mixed collection of coins (pennies and dimes). Partitioning circles and rectangles into two and four equal shares provides the groundwork for fractional work in the future grades. Assuming students have the foundation, first grade should focus on the exploration of **three key 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.

Manipulatives such as physical models of tens and ones, and visual models such as math drawings and number lines, are important parts of the first-grade classroom. Mathematical thinking and vocabulary are integrated across the curriculum, connecting manipulatives and visual models to written symbols and mathematical methods.

For more information on New York State's Next Generation Mathematics Learning Standards, including introductory statements, suggestions for connecting the Standards for Mathematical Practice to mathematical content, within-grade connections, and coherence progressions, visit <http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-mathematics-learning-standards>.

For additional information regarding learning progressions in mathematics, visit The University of Arizona, Institute for Mathematics and Education Progression Documents <http://ime.math.arizona.edu/progressions/>.

OPERATIONS AND ALGEBRAIC THINKING

Represents and solves problems involving addition and subtraction

1.MATH.1. [NY-1.OA.1] **Uses 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.

1.MATH.2. [NY-1.OA.2] **Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20**

Understands and applies properties of operations and the relationship between addition and subtraction

1.MATH.3. [NY-1.OA.3] **Applies properties of operations as strategies to add and subtract** (e.g., If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (commutative property of addition); to add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (associative property of addition))

Note: Students do not need to use formal terms for these properties.

1.MATH.4. [NY-1.OA.4] **Understands subtraction as an unknown-addend problem within 20 (e.g., subtracts 10-8 by finding the number that makes 10 when added to 8)**

Adds and subtracts within 20

1.MATH.5. [NY-1.OA.5] **Relates counting to addition and subtraction**

1.MATH.6. [NY-1.OA.6a] **Adds and subtracts within 20, using 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**

1.MATH.7. [NY-1.OA.6b] **Fluently adds and subtracts within 10**

Note: Fluently adding and subtracting within 10 in first grade means students can find sums and differences within 10 reasonably quickly and say or write it. Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies. Some students may still need to use fingers or make drawings. For more information on fluency, see *Grade K-5, Counting and Cardinality and Operations and Algebraic Thinking*, pp. 18-19 and *Adding it Up*, pp. 182-195.

Adds and subtracts within 20

1.MATH.8. [NY-1.OA.7] **Understands the meaning of the equal sign, and determines if equations involving addition and subtraction are true or false**

1.MATH.9. [NY-1.OA.8] **Determines the unknown whole number in an addition or subtraction equation with the unknown in all positions**

NUMBER AND OPERATIONS IN BASE TEN

Extends the counting sequence

1.MATH.10. [NY-1.NBT.1] **Counts to 120, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral.**

Understands place value

1.MATH.11. [NY-1.NBT.2] **Understands that the two digits of a two-digit number represent amounts of tens and ones**

1.MATH.11 Indicators:

- a. Understands 10 can be thought of as a bundle of ten ones, called a "ten"
- b. Understands the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones
- c. Understands 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)

1.MATH.12. [NY-1.NBT.3] **Compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$**

Uses place value understanding and properties of operations to add and subtract

1.MATH.13. [NY-1.NBT.4] **Adds within 100, including a two-digit number and a one-digit number and a two-digit number and a multiple of 10.** Students 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; and relate the strategy to a written representation (any way of showing a strategy using words, pictures or numbers) and explain the reasoning used

1.MATH.14. [NY-1.NBT.5] Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explains the reasoning used

1.MATH.15. [NY-1.NBT.6] Subtracts multiples of 10 from multiples of 10 in the range of 10–90 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relates the strategy used to a written representation (any way of showing a strategy using words, pictures or numbers) and explains the reasoning

MEASUREMENT AND DATA

Measures lengths indirectly and by iterating length units

1.MATH.16. [NY-1.MD.1] Orders three objects by lengths; compares the lengths of two objects indirectly by using a third object

1.MATH.17. [NY-1.MD.2] Measures the length of an object using same-size “length units” placed end to end with no gaps or overlaps; expresses the length of an object as a whole number of “length units”

Note: “Length units” could include cubes, paper clips, etc.

Tells and writes time and money

1.MATH.18. [NY-1.MD.3a] Tells and writes time in hours and half-hours using analog and digital clocks; develops an understanding of common terms, such as, but not limited to, *o’clock* and *half past*

Note: Limit category counts to be less than or equal to 10

1.MATH.19. [NY-1.MD.3b] Recognizes and identifies coins (penny, nickel, dime, and quarter) and their value and uses the cent symbol appropriately

1.MATH.20. [NY-1.MD.3c] Counts a mixed collection of dimes and pennies and determines the cent value (total not to exceed 100 cents) (e.g., 3 dimes and 4 pennies is the same as 3 tens and 4 ones, which is 34¢)

Represents and interprets data

1.MATH.21. [NY-1.MD.4] Organizes, represents, and interprets data with up to three categories; asks and answers 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

Reasons with shapes and their attributes

1.MATH.22. [NY-1.G.1] Distinguishes between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes (e.g., size of shape or color) for a wide variety of shapes; builds and/or draws shapes to possess defining attributes

1.MATH.23. [NY-1.G.2] Composes 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 composes new shapes for the composite shape

Note: Students do not need to learn formal names such as “right rectangular prism.”

1.MATH.24. [NY-1.G.3] Partitions circles and rectangles into two and four equal shares, describes the shares using the words *halves*, *fourths*, and *quarters*, and uses the phrases *half of*, *fourth of*, and *quarter of*; describes the whole as *two of*, or *four of* the shares; understands for these examples that decomposing into more equal shares creates smaller shares

Domain 5B: Cognition and Knowledge of the World: Science

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD SCIENCE (SCI)

First graders have a sense of wonder about the natural world and are curious about natural phenomena. Teachers can foster young learners' natural inclination toward scientific exploration, discovery, and experimentation by planning responsive, integrated units and themes. The inclusion of science topics and scientific inquiry provides children time to develop questions, make and discuss predictions, engage in hands-on experiments and observations, record observations, and compare and describe their ideas.

The standards included in this resource reflect the performance expectations from New York State's P-12 Science Learning Standards. Readers are strongly encouraged to reference the full articulation of the [NYS P-12 Science Learning Standards](#) which includes connections to the NYS Next Generation Learning Standards and information on the three dimensions of science learning, including the science and engineering practices, disciplinary core ideas, and crosscutting concepts.

WAVES: LIGHT AND SOUND

1.SCI.1. [1-PS4-1.] Plans and conducts investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate

Note: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.

1.SCI.2. [1-PS4-2.] Makes observations (firsthand or from media) to construct an evidence-based account that objects can be seen only when illuminated

Note: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.

1.SCI.3. [1-PS4-3.] Plans and conducts an investigation to determine the effect of placing objects made with different materials in the path of a beam of light

Note: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror). Assessment does not include the speed of light.

1.SCI.4. [1-PS4-4.] Uses tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance

Note: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats. Assessment does not include technological details for how communication devices work.

STRUCTURE, FUNCTION, AND INFORMATION PROCESSING**1.SCI.5. [1-LS1-1.] Uses 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**

Note: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

1.SCI.6. [1-LS1-2.] Reads texts and uses media to determine patterns in behavior of parents and offspring that help offspring survive

Note: Examples of patterns or behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

1.SCI.7. [1-LS3-1.] Makes observations to construct an evidence-based account that some young plants and animals are similar to, but not exactly like, their parents

Note: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same. Assessment does not include inheritance of animals that undergo metamorphosis or hybrids.

SPACE SYSTEMS: PATTERNS AND CYCLES**1.SCI.8. [1-ESS1-1.] Uses observations of the Sun, Moon, and stars to describe patterns that can be predicted**

Note: Patterns could include that the Sun and Moon appear to rise along the eastern horizon, move in a predictable pathway across the sky, and set along the western horizon; and stars other than our Sun are visible at night depending on weather and other conditions such as light pollution but not visible during the day. Assessment of star patterns is limited to stars being seen at night and not during the day.

1.SCI.9. [1-ESS1-2.] Makes observations at different times of the year to relate the amount of daylight to the time of year

Note: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall. Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

ENGINEERING DESIGN

**Engineering Design standards are organized in grade bands. The student is expected to know and be able to use these skills by the end of 2nd grade.*

1.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change in order to define a simple problem that can be solved through the development of a new or improved object or tool**1.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*****1.SCI.12. [K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs**

Domain 5C: Cognition and Knowledge of the World: Social Studies

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD SOCIAL STUDIES (SOC)

Social Studies in first grade focuses on children's natural interest in learning about themselves, other people, and their role in the larger world. First graders are learning about "My Family and Other Families, Now and Long Ago." First graders explore families and develop an awareness of cultural diversity with our collective American culture while exploring citizenship, geography, family histories, and economic principles. The Social Studies Practices for Grade 1 serve as a backdrop to the Social Studies Framework and are present throughout the standards below. These practices include: Gathering, Interpreting, and Using Evidence; Chronological Reasoning and Causation (e.g. identify change over time in their family); and Civic Participation.

To learn more about these practices and New York State's K-12 Social Studies Framework, visit <http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>.

INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY

Sense of Self

1.SOC.1. [1.1] Understands language, beliefs, customs, and traditions help shape the identity and culture of a family and a community

1.SOC.1. Indicators:

- Listens to stories about different families and identifies characteristics that are the same and different [1.1a]
- Identifies traditions associated with their families and tells why the tradition is important [1.1b]
- Identifies cultural similarities and differences between various ethnic and cultural groups found in New York State [1.1c]

1.SOC.2. [1.2] Explores significant individuals, historical events, and symbols that are important to American culture

1.SOC.2. Indicators:

- Listens to stories about historical events, folklore, and popular historical figures and identifies the significance of the event or person
- Explains when and why we celebrate national holidays such as Labor Day, Constitution Day, Martin Luther King Jr. Day, Presidents' Day, Independence Day
- Begins to understand the purpose and general meaning of the Pledge of Allegiance
- Sings patriotic songs (e.g., America the Beautiful, Star Spangled Banner) and begins to understand the general meaning of the lyrics

CIVIC IDEALS AND PRACTICES

1.SOC.3. [1.3] Recognizes a citizen is a member of community or group; self-identifies as a citizen of their local and global communities

1.SOC.3. Indicators:

- Participates in group activities and contributes to the work of the group [1.3a]
- Identifies some traits of a responsible citizen [1.3b]
- Models actions of responsible citizens [1.3b]
- Discusses ways one can protect and respect the world and its people [1.3c]

1.SOC.4. [1.4] Communicates rules and laws are developed to protect people's rights and for the safety and welfare of the community

1.SOC.4. Indicators:

- a. Discusses the difference between rules and laws [1.4a]
- b. Determines why school rules were developed and identifies consequences [1.4a]

1.SOC.5. [1.4] Understands governments are created in an attempt to establish order

1.SOC.5. Indicators:

- a. Begins to understand that there are local, state, and national levels of government [1.4b]
- b. Identifies some actions that the government takes [1.4b]

GEOGRAPHY, HUMANS, AND THE ENVIRONMENT**1.SOC.6. [1.5] Begins to understand the location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary**

1.SOC.6. Indicators:

- a. Uses cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) [1.5a]
- b. Creates a map of the classroom by using symbols to represent objects [1.5a]
- c. Uses maps to locate important places [1.5b]
- d. Uses legends to interpret symbols on maps [1.5c]

1.SOC.7. [1.6] Begins to understand that people and communities depend on and modify their physical environment in order to meet basic needs

1.SOC.7. Indicators:

- a. Identifies natural resources required to meet basic needs [1.6a]
- b. Identifies how the physical environment of their community has been modified to meet needs and wants (e.g., roads, dams, bridges, farms, parks, dwellings) [1.6b]
- c. Identifies positive and negative effects that human interaction can have on the physical environment [1.6c]

TIME, CONTINUITY, AND CHANGE**Rules and Safety**

*Teachers should use their professional judgement and demonstrate sensitivity regarding the varied family structures of their students and availability of information.

1.SOC.8. [1.7] Recognizes families have a past and change over time

1.SOC.8. Indicators:

- a. Creates and shares a personal timeline of their life, school year, and family events with the help of family members [1.7a]
- b. Examines families of the past and compares them with their family [1.7b]

1.SOC.9. [1.8, 1.8a] Develops an awareness that historical sources (including artifacts, letters, maps, photographs, newspapers, etc.) reveal information about how life in the past differs from the present

1.SOC.9. Indicators:

- a. Interviews family members to learn about their family histories [1.8b]
- b. Describes the main characters and qualities after listening to biographies and legends [1.8b]

ECONOMIC SYSTEMS**1.SOC.10. [1.9] Understands people may have unlimited wants and needs, but limited resources****1.SOC.11. [1.10] Recognizes that people make choices about the purchase of goods and services**

Domain 5D: Cognition and Knowledge of the World: The Arts

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD

THE ARTS (ARTS)

The arts develop a variety of children's skills, thought processes, and socio-emotional understandings through dance, music, theater, visual and media arts. The Arts standards explore four artistic processes: Create, Present/Perform/ Produce, Respond, and Connect. At the first grade level, when possible, integration of the Arts is included in classroom units of study and collaboration occurs between the arts teacher and the classroom teacher.

The NYS P-12 Learning Standards for the Arts provide additional indicators as well as instructional notes embedded throughout. To see the full articulation of the NYS P-12 Arts Standards, visit <http://www.nysed.gov/curriculum-instruction/arts>. To access glossaries (Dance, Media Arts, Music, Theater, and Visual Arts) and additional resources, visit <http://www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources>.

DANCE

1.ARTS.1. [DA:Cr1-3.1] Creates Dance

1.ARTS.1. Indicators:

- Observes and explores movement elements and skills inspired by a variety of stimuli (music/sound, text, objects/props, observed dance through video or live performance, etc.) and identifies the source
- Explores loco- and non-locomotor movements in response to ideas about setting and themes
- Improvise a dance with a beginning, middle and end; independently chooses movements

1.ARTS.2. [DA:Pr4-6.1] Performs Dance

1.ARTS.2. Indicators:

- Demonstrates movements that change body shapes, levels, facings, pathways (straight, curved, and zig-zagged), and locations
- Demonstrates ability to adjust movement to slow, moderate, and quick tempi
- Demonstrates qualities of movement motivated by descriptive vocabulary, such as adjectives and adverbs (e.g. quiet jump, narrow spin, wavy fall) in response to verbal cues, expressive qualities of music/sound, or other cues.
- Dances for and with others while maintaining awareness of performance expectations as a dancer (silence, focus) in both formal and informal settings

1.ARTS.3. [DA:Re7-9.1] Responds to Dance

1.ARTS.3. Indicators:

- Selects movements from a dance that suggest ideas; explains how the movements capture the ideas, using simple dance terminology
- Selects movements from a dance; explains what makes the movements interesting

1.ARTS.4. [DA:Cn10-11.1] Connects with Dance

1.ARTS.4. Indicators:

- Recognizes emotions expressed or portrayed in a dance work; relates it to a personal experience; communicates what the emotions are observed that inspire movement
- Views and performs a dance from a different culture or context; discusses the types of movements that were performed

MEDIA ARTS

We recognize that not all first grade programs have the technological supports for all items under the media arts standards. However, simple media arts experiences can be designed with minimal technology, or media technology found in most classrooms. A helpful idea is to think of media arts as “4-D art”, which includes the element of time. Some examples include video, animation, or a sequence or series of still images that are experienced simultaneously with sound patterns or music (slide presentation).

1.ARTS.5. [MA:Cr1–3.1] Creates Media Arts

1.ARTS.5. Indicators:

- a. Expresses and shares ideas for media artwork
- b. Captures and experiments with media arts content

1.ARTS.6. [MA:Cr4–6.1] Produces Media Arts

1.ARTS.6. Indicator:

- a. Experiments with different media arts creation tools

1.ARTS.7. [MA:Re7–9.1] Responds to Media Arts

1.ARTS.7. Indicators:

- a. Understands how media artworks communicate different messages
- b. Discusses themes of media artwork

1.ARTS.8. [MA:Cn10–11.1] Connects with Media Arts

1.ARTS.8. Indicator:

- a. Chooses personal experiences that could be used in media artwork

MUSIC**1.ARTS.9. [MU:Cr1–3.1] Creates Music**

1.ARTS.9. Indicator:

- a. Creates musical ideas (such as answering a musical question) for a specific purpose

1.ARTS.10. [MU:Pr4–6.1] Performs Music

1.ARTS.10. Indicators:

- a. Demonstrates knowledge of music concepts (beat, melodic contour) in music selected for performance and expressive qualities (e.g. tempo and dynamics)
- b. Performs music appropriately for an audience

1.ARTS.11. [MU:Re7–9.1] Responds to Music

1.ARTS.11. Indicators:

- a. Demonstrates how personal interests and experiences influence selection of teacher-provided music for a specific purpose
- b. Demonstrates and identifies how a specific music concept (e.g., beat or melodic direction) is used in various styles of music for a purpose
- c. Applies personal and expressive preferences in the evaluation of music for specific purposes

1.ARTS.12. [MU:Cn10–11.1] Connects with Music

1.ARTS.12. Indicators:

- a. Imagines and describes places, times, and reasons for making and listening to music
- b. Explores and performs folk music from a variety of cultures; discusses the music’s culture of origin

THEATER**1.ARTS.13. [TH:Cr1-3.1] Creates Theatrical Arts**

1.ARTS.13. Indicators:

- a. Proposes potential character and plot development; participates in group decision making for dramatic play or a guided drama experience
- b. Collaborates with peers to conceptualize costumes and props to support a dramatic story retell of drama experience

1.ARTS.14. [TH:Pr4-6.1] Performs Theatrical Arts

1.ARTS.14. Indicators:

- a. Uses body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience
- b. Identifies technical elements (props, costumes, sound, light, etc.) that can be used in a guided drama experience

1.ARTS.15. [TH:Re7-9.1] Responds to Theatrical Arts

1.ARTS.15. Indicators:

- a. Recognizes artistic choice in dramatic play or a drama experience
- b. Explains preferences and emotions in a guided drama experience

1.ARTS.16. [TH:Cn10-11.1] Connects with Theatrical Arts

1.ARTS.16. Indicators:

- a. Identifies characters' emotions; relates characters' emotions them to personal experiences
- b. Identifies similarities and differences in stories from one's own community in dramatic play or a guided drama experience

VISUAL ARTS**1.ARTS.17. [VA:Cr1-3.1] Creates Visual Arts**

1.ARTS.17. Indicators:

- a. Through collaborative exploration and imaginative play, uses tools and materials to create works of art or design that represent natural and constructed environments
- b. Uses art vocabulary to describe art and choices

1.ARTS.18. [VA:Pr4-6.1] Presents Visual Arts

1.ARTS.18. Indicators:

- a. Categorizes artwork based on theme or concept for an exhibit
- b. Explores where, when, why, and how artwork should be presented or preserved

1.ARTS.19. [VA:Re7-9.1] Responds to Visual Arts

1.ARTS.19. Indicators:

- a. Selects and describes artwork that illustrates daily life experiences
- b. Compares images that represent the same subject
- c. Categorizes artwork based on personal reasons for preferences

1.ARTS.20. [VA:Cn10-11.1] Connects with Visual Arts

1.ARTS.20. Indicators:

- a. Creates artwork about events in home, school, or community life
- b. Sorts and categorizes art objects according to form and function

Domain 5E: Cognition and Knowledge of the World: Technology, Computer Science, and Digital Literacy

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD TECHNOLOGY, COMPUTER SCIENCE, AND DIGITAL LITERACY

For New York State students to lead productive and successful lives upon graduation, they must understand and know how to use technology. Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship.

The New York State Technology Standards are embedded in the former Math, Science, and Technology (MST) Learning Standards Document (1996). These standards are banded into elementary learning standards; children are expected to be proficient in the elementary learning standards by the end of fourth grade. The full articulation of the standards can be referenced on the Technology Learning Standards webpage (<http://www.p12.nysed.gov/cte/technology/learn.html>).

Computer Science and Digital Literacy Standards are currently under development at the New York State Education Department. The standards are organized into six Concepts: Computational Thinking and Programming, Data and Artificial Intelligence, Networks and Systems Design, Cybersecurity, Impacts of Computing, and Digital Literacy. The Computer Science and Digital Literacy Standards will be banded from kindergarten through second grade. Additional information can be found on NYSED's Computer Science and Digital Fluency webpage.

For information pertaining to how technology and media might be used in first grade classrooms, visit the National Association for the Education of Young Children (<https://www.naeyc.org/resources/topics/technology-and-media>).

1.TECH.1. Uses mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions

1.TECH.1. Indicators:

- a. Describes objects, imaginary or real, that might be modeled or made differently
- b. Recognizes prior solutions and ideas from books, magazines, family, friends, neighbors, and community members
- c. Generates ideas for possible solutions, individually and through group activity

1.TECH.2. Accesses, generates, processes, and transfers information using appropriate technologies

1.TECH.2. Indicators:

- a. Uses a variety of tools to enter, process, display, and communicate information in different forms using text and pictures
- b. Begins to understand basic elements of keyboarding (i.e., identifies and explores a keyboard)

1.TECH.3. Applies technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs

1.TECH.3. Indicator:

- a. Describes how technology can have positive and negative effects on the way people live and work

1.TECH.4. Applies the knowledge and thinking skills of technology to address real-life problems and make informed decisions

1.TECH.4. Indicator:

- a. Recognizes technology problems and issues that affect their home, school, or community and suggests possible solutions



Planning Curriculum and Instruction

Interdisciplinary Unit of Study – Planning Template

The planning template that follows illustrates one way to plan an interdisciplinary unit of study that aligns with the first grade learning standards. The template leaves room to build on student interest, and can be tailored to meet individual needs. While including traditional components of integrated unit planning, this template also includes space for intentional planning of family and community involvement, outdoor and gross motor activities, as well as connections with special area teachers. This is meant to be a resource for the field, to use if it is helpful, in planning meaningful curricula to best support first graders' learning and development.



Unit Overview

Unit Topic

Names the topic on which the unit of study focuses.

Essential Question

An essential question is an authentic, child-friendly question that connects the knowledge and skills that children should develop throughout the unit. Essential questions are 'big' questions for which there is no single answer.

Focus Questions

Focus questions represent the major inquiries of the unit. They build over time and require children to make connections across content areas.

Student Outcomes

Student outcomes are the learning targets for children. What are children able to do as a result of instruction?

Academic Vocabulary

Academic vocabulary words help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds and/or texts at children's independent reading levels.

Foundational and Supporting Texts

Foundational and supporting texts include a combination of literacy and informational texts that can be read throughout the unit. Foundational texts help students interpret and answer the essential/focus question(s); supporting texts augment students' understanding of essential/focus questions and strengthen learning centers and activities, while complementing the needs/interests of individual students.

Family and Community Engagement

Opportunities for inviting families to share their experiences and knowledge with the class, or for extending learning outside of the classroom.

Culminating Celebration

A culminating celebration is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred.

Learning Standards

Domain 1: Approaches to Learning

Domain 2: Physical Development and Health

Domain 3: Social and Emotional Learning

Domain 4: English Language Arts and Literacy

Reading

Writing

Speaking & Listening

Language

Domain 5: Cognition and Knowledge of the World

Mathematics

Science

Technology

Social Studies

The Arts

Unit Planning Template

Unit Topic:

Essential Question:

	Week 1	Week 2
Focus Question(s)		
Foundational Texts for Read Aloud(s)		
Large Group Instruction		
Small Group Instruction		
Supporting Texts		

Outdoor/Gross-Motor Experience(s):

Unit Reflection

Weekly Planning

Week 3	Week 4	
		Focus Question(s)
		Foundational Texts for Read Aloud(s)
		Large Group Instruction
		Small Group Instruction
		Supporting Texts

Connections with Special Area Teachers:

Planning for Learning Centers

	Week 1	Week 2
Blocks Learning Center		
Math and Manipulatives Learning Center		
Dramatic Play Learning Center		
Creative Arts Learning Center		
Literacy and Writing Learning Center		
Science and Nature Learning Center		

Planning for Learning Centers

Week 3	Week 4	
		Blocks Learning Center
		Math and Manipulatives Learning Center
		Dramatic Play Learning Center
		Creative Arts Learning Center
		Literacy and Writing Learning Center
		Science and Nature Learning Center

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**RESOURCE
GUIDES FOR
SCHOOL SUCCESS:**

THE FIRST GRADE EARLY LEARNING
STANDARDS

New York State Education Department 2019