

The Public Schools of Brookline

Grade 1 – Essential Learning Expectations

Learning Expectations are the K-8 curriculum guidelines for all content areas. They answer these questions for parents, teachers, and students:

- What will students know and be able to do?
- How will students demonstrate their learning?

The Brookline Learning Expectations have been developed by teams of teachers, led by curriculum coordinators, and meet or exceed the Massachusetts Curriculum Frameworks.

The Progress Reports (formerly called Conference Forms) that teachers share with parents list the **Essential Learning Expectations** (or ELEs) for English Language Arts, Math, Science and Social Studies. The ELEs are a subset or synthesis of the Learning Expectations that describe the key skills and understandings for students at a particular grade that are essential for them to master in order to be prepared for the next grade.

It is important to remember that while the ELEs are a shorthand version of the Learning Expectations to share with parents, our curriculum is designed to cover *the entire set of Learning Expectations*, which describe the full understanding of content and acquisition of skills that is expected of students. While the LEs are listed by subject area, it is our instructional practice and goal to integrate across curriculum areas as much as possible. The complete set of K-8 Learning Expectations is available to teachers by subject area in the FirstClass Teacher Portal. They are available to the public through the PSB website - <http://brooklinek12-public.rubiconatlas.org/Atlas/Public/View/Default>. (This site is being updated to reflect recent revisions.)

The ELEs for English Language Arts, Mathematics, Health, Science/Engineering and Social Studies are listed below. These ELEs are listed on the Grade 1 Progress Report. Performing Arts, Physical Education, and Visual Arts also have Learning Expectations, but these are not listed on the Progress Report. Instead, there is information about how parents/guardians are provided with information on student progress in these disciplines.

ENGLISH LANGUAGE ARTS

READING OVERVIEW

Brookline's Learning Expectations in ELA meet or exceed the standards outlined in the Massachusetts Frameworks. To reach these demanding standards, Brookline educators use the *Continuum of Literacy Learning PreK-8* (Heinemann, 2011) as their day-to-day guide when teaching specific behaviors in reading and writing. The description of the successful first grade reader below comes directly, with a very few changes, from the *Continuum*.

Students at the end of first grade will read texts that are mostly short (eight to sixteen pages), as well as some easy illustrated chapter books (forty to sixty pages) that required sustained attention and memory over time. They will notice characteristics of texts in various genres and will offer opinions about the quality of texts and illustrations. First grade students will read some long sentences of more than ten words that contain prepositional phrases, adjectives, and clauses, along with some compound and complex sentences. In addition to automatically recognizing a large number of words, the first grade reader will use word-solving strategies for complex spelling patterns, multi-syllable words, and many words with inflectional endings, plurals, contractions, and possessives. These students read many texts silently, following the text with their eyes and without pointing. In oral reading, they reflect appropriate rate, word stress, intonation, phrasing, and pausing. (Continuum PreK-8, pp. 284)

WRITING ELEs

Structure/Craft:

Organization

- Introduce, develop, and conclude topics in nonfiction writing, including texts produced for Science, Social Studies, and Math.
- Construct narratives with a clear sequence of events, including texts produced for Science, Social Studies, and Math.
- Use a variety of text structures (including graphics) appropriate to both purpose and genre in ELA and all content areas.

Idea development

- Provide accurate and relevant evidence to support all claims.
- Gather and use information from a variety of reliable sources when writing texts, including those produced for Science, Social Studies, and Math.

Word Choice

- Incorporate words learned through reading and content-area studies into writing.

Language Use

- Use a variety of sentence structures; write with expression and personal voice.

Conventions:

Grammar and Punctuation

- Write in complete sentences with accurate verb tense, along with appropriate punctuation.

Handwriting

- Write fluently in manuscript (printed) handwriting with appropriate spacing.

Spelling

- Correctly spell familiar high-frequency words and words that follow patterns that have been studied in class; use phonetic spelling to represent most sounds in unknown words.

Process:

Planning and Drafting

- Identify purpose, select genre, and produce initial drafts.

Revising

- Revise drafts, using feedback from peers and teachers, as well as new learning from instruction.

Production

- Produce a quantity of writing appropriate to task and time available.

ORAL COMMUNICATION ELEs

- Participate actively in small and large group conversations; listen to and look at speaker and build upon comments of others.
- Share relevant information and ask questions that further the discussion.
- Speak at a volume and rate appropriate to setting.

MATHEMATICS ELEs

Mathematical Practices

- Makes sense of problems and perseveres in solving them.
- Communicates mathematical reasoning and ideas using words, numbers, and/or pictures.

Operations and Algebraic Thinking

- Represents and solves problems involving addition and subtraction.
- Adds and subtracts within 20.
- Works with addition and subtraction equations.

Numbers and Operations in Base Ten

- Understands place value.
- Uses place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating unit lengths.
- Works with time and money.
- Represents and interpret data.

Geometry

- Reasons with shapes and their attributes.

SCIENCE/ENGINEERING ELEs

Science/Engineering Practices and Nature of Science

- Ask questions and show curiosity.
- Observe closely and record observations.
- Develop and use models.
- Plan and carry out simple investigations.
- Analyze and interpret data.
- Make reasonable claims based on evidence.
- Share ideas and critique the ideas of other scientists.
- Recognize the importance of science and the skills/characteristics of scientists.

Light and Shadow

- Describe how the sun's light and heat are important to living things.
- Demonstrate and explain how shadows are made.
- Demonstrate and explain different ways that the size of a shadow can be changed.

Investigating Sound

- Demonstrate and provide evidence to support the claim that sounds are caused by vibrations.
- Demonstrate and provide evidence to support the claim that sounds can make materials vibrate.
- Explain how engineers can design a device that uses sound to communicate over a distance.

Investigating Insects

- Compare and explain how the features of different types of insects help them survive.
- Gather evidence and make claims about how insects depend on plants, their environment and/or other living things to survive.
- Provide evidence to show how insects are important.

SOCIAL STUDIES ELEs

CURRENT LEs – *The 2013-2014 version will continue to be on the Progress Reports for 2014-2015.*

- Demonstrates understanding of grade level social studies.
- Demonstrates mapping skills and an understanding of geographic concepts.
- Understands social studies vocabulary.
- Makes connections/draws conclusions.
- Participates by sharing relevant information and opinions.

PREVIEW – *These ELEs will be on the 2015-2016 Progress Reports, when lessons, assessments and rubrics have been developed and are shared.*

Historical Thinking

- Describe continuity and change in American symbols, i.e. the flag.
- Explain why national leaders, monuments, and/or symbols are historically significant.

Geography

- Identify basic components of maps and globes and relate how they depict geographical features.
- Locate the countries we study (U.S./China/Mexico) and some of their geographical features on a map/globe.

History

- Describe some national holidays and relate their historical backgrounds and why they are important.
- Compare and contrast American culture and traditions with those of China/Mexico.

Civics

- Participate in establishing and abiding by classroom rules.
- Explore the school neighborhood and discuss the traditions and cultures practiced by the communities to which students belong.
- Identify and describe the qualities of the president (or other American leader) and explain how presidents get elected and what they do.

Economics

- Identify different types of money and describe how money is used.
- Tell why people work and describe jobs that people do.

Research and Writing Skills

- Write chronological narratives in which events are recounted in sequence.
- Participate in individual or shared research and writing projects using informational texts.