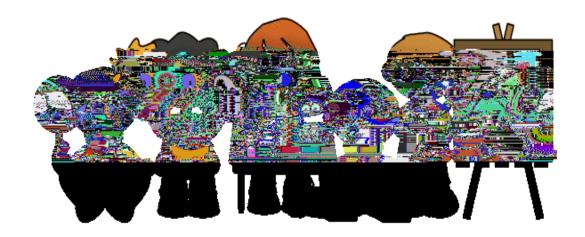
## SMITHTOWN CENTRAL SCHOOL DISTRICT Smithtown, New York



Welcome to first grade. This overview, aligned with the New York State standards, is intended to provide you with a better understanding of what is expected of your child this year. All children progress at their own level specific to their abilities and interests so instruction will be differentiated to meet their individual needs. We look forward to working together with you to guarantee that your child will have a positive educational experience.

Language Arts is an important focus in first grade. The children are immersed in a language-rich environment and are encouraged to develop communication skills through varied reading and writing experiences. The language arts of reading, writing, listening and speaking are fundamental to all learning and integrated throughout the curriculum. The first grade language arts curriculum entails a variety of programs, materials and activities to help build a strong foundation in literacy.

- 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 sounds
- 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
- 4. 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



- 1. Write an opinion on a topic or personal experience; give two or more reasons to support that opinion
- 2. Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure
- 3. Write narratives which recount real or imagined experiences or events or a short sequence of events
- 4. Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other)
- 5. Develop questions and participate in shared research and explorations to answer questions and to build knowledge
- 6. Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways
- 1. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play
  - a. Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic
  - b. others through multiple exchanges

c. Ask

Instructional time will focus on four critical 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; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. The Standards of Mathematical Pr

The social studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed. Students learn about families now and long ago and begin to learn about maps and globes.

Understand the purpose of maps and globes and how to use them to locate places

Recognize that families and different kinds of families exist in all communities and societies though they may differ; learn how families past and present change over time and understand that some family beliefs, customs, and traditions are based on family histories; read and listen to folktales, biographies, oral histories, and legends relating to families, including their own family history

- 1. Student accesses information efficiently and effectively
- 2. Student appreciates the library as a resource for learning materials
- 3. Student uses information accurately and creatively
- 1. Student pursues information related to personal interests
- 2. Student understands the different locations in the library
- 3. Student appreciates literature and other creative expressions of information
- 4. Student can select age- and grade-appropriate books for reading