

Elizabeth Chapin-Pinotti

Parent-Teacher Guide to California Content Standards and STAR Testing

*First Grade Content Standard and CST
Guide.*

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Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

- ⇒ Students understand the basic features of reading.
- ⇒ They select letter patterns and know how to translate them into spoken language by using: phonics, syllabication, and word parts.

They apply this knowledge to achieve fluent oral and silent reading.

Concepts About Print

- 1.1 Match oral words to printed words.
 - 1.2 Identify the title and author of a reading selection.
 - 1.3 Identify letters, words, and sentences.
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Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- 1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).
- 1.9 Segment single syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich).

Hints for phonics manipulation

- 1. Initial sound substitution
Example: Replace the first sound in mat with /s/. (sat)
- 2. Final sound substitution
Example: Replace the last sound in mat with /p/. (map)
- 3. Vowel substitution
Example: Replace the middle sound in map with /o/. (mop)
- 4. Syllable deletion
Example: Say baker without the ba. (ker)

5. Initial sound deletion
Example: Say sun without the /s/. (un)
6. Final sound deletion
Example: Say hit without the /t/. (hi)
7. Initial phoneme in a blend deletion
Example: Say step without the /s/. (tep)
8. Final phoneme in a blend deletion
Example: Say best without the /t/. (bes)
9. Second phoneme in a blend deletion
Example: Say frog without the /r/. (fog)

Decoding and Word Recognition

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- 1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- 1.12 Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.
- 1.13 Read compound words and contractions.
- 1.14 Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*).
- 1.15 Read common word families (e.g., *-ite, -ate*).
- 1.16 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

Put words into sentences:

You can go.
It is big.
Come and find me.
Run and jump.
I jump away.

You can play.
It is yellow.
Look for me.
Look down.
We can play.

We can run.
It is funny.
See me?
Look in here.
Go and find it

High Frequency Words			
First Grade			
1. or	26. out	51. its	76. get
2. by	27. them	52. who	77. through
3. one	28. then	53. now	78. back
4. had	29. she	54. people	79. much
5. not	30. many	55. my	80. go
6. but	31. some	56. made	81. good
7. what	32. so	57. over	82. new
8. all	33. these	58. did	83. write
9. were	34. would	59. down	84. our
10. when	35. other	60. only	85. me
11. we	36. into	61. way	86. man
12. there	37. has	62. find	87. too
13. can	38. more	63. use	88. any
14. an	39. her	64. may	89. day
15. your	40. two	65. water	90. same
16. which	41. like	66. long	91. right
17. their	42. him	67. little	92. look
18. said	43. see	68. very	93. think
19. if	44. time	69. after	94. also
20. do	45. could	70. words	95. around
21. will	46. no	71. called	96. another
22. each	47. make	72. just	97. came
23. about	48. than	73. where	98. come
24. how	49. first	74. most	99. work
25. up	50. been	75. know	100. there

Reading Comprehension

Structural Features of Informational Materials

2.1 Identify text that uses sequence or other logical order.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Respond to *who*, *what*, *when*, *where*, and *how* questions.

2.3 Follow one-step written instructions.

2.4 Use context to resolve ambiguities about word and sentence meanings.

2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).

2.6 Relate prior knowledge to textual information.

2.7 Retell the central ideas of simple expository or narrative passages.

Great Books for First Graders

AUTHOR	TITLE
Bayer, Jane	A My Name Is Alice
Cherry, Lynne	The Great Kapok Tree
Cohen, Miriam	The See You in Second Grade (series)
Cole, Joanna	The Magic School Bus (series)
Dadey, Debbie	The Bailey School Kids (series)
	Fairy tales by Grimm or Andersen
Fox, Mem	Koala Lou
Giff, Patricia Reilly	The Polk Street School (series)
Greene, Carol	The Old Ladies Who Liked Cats
Heller, Ruth	Animals Born Alive and Well
Heller, Ruth	Chickens Aren't the Only Ones
Hurwitz, Johanna	The Russell and Elsa (series)
Hutchins, Pat	The Doorbell Rang
Levine, Ellen	I Hate English
McDonald, Megan	Insects Are My Life
Parish, Peggy	The Amelia Bedelia (series)
Pinczes, Elinor	One Hundred Hungry Ants
Rathman, Peggy	Officer Buckle and Gloria
Rylant, Cynthia	The Henry and Mudge (series)
Sharmat, Marjorie	The Nate the Great (series)
Warner, Gertrude	The Boxcar Children (series)
Woods, Audrey	King Bidgood's in the Bathtub
PARENT READ ALOUD	
Dahl, Roald	Any
White, E.B.	Stuart Little

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature*,

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

3.2 Describe the roles of authors and illustrators and their contributions to print materials.

3.3 Recollect, talk, and write about books read during the school year.

Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.

Penmanship

- 1.3 Print legibly and space letters, words, and sentences appropriately.
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2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Write and speak in complete, coherent sentences.

Grammar

- 1.2 Identify and correctly use singular and plural nouns.
- 1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *my/ mine, his/ her, hers, your/s*) in writing and speaking.

Punctuation

- 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

- 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1 Listen attentively.
- 1.2 Ask questions for clarification and understanding.
- 1.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

- 1.4 Stay on the topic when speaking.
- 1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:

2.1 Recite poems, rhymes, songs, and stories.

2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why, and how* questions.

2.3 Relate an important life event or personal experience in a simple sequence.

2.4 Provide descriptions with careful attention to sensory detail.

Number Sense

1.0 Students understand and use numbers up to 100:

- 1.1 Count, read, and write whole numbers to 100.
- 1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).

Example: Which of the following is correct?

$$24 > 35 \text{ or } \underline{24 < 35} \text{ or } 24 = 35$$

- 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).
- 1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$).
- 1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.

Example: I have some pennies, nickels, and dimes in my pocket. If I reach in and pull out some coins, what are the possible mixes I will get? List the possibilities.

2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:

- 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
- 2.2 Use the inverse relationship between addition and subtraction to solve problems.
- 2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.
- 2.4 Count by 2s, 5s, and 10s to 100.

Example: 2, 4, 6, 8, 10...
5, 10, 15, 20, 25...

2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).

Example: I have 10 cards. I have away 3 cards. How many cards do I have left?

2.6 Solve addition and subtraction problems with one-and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).

2.7 Find the sum of three one-digit numbers.

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:

3.1 Make reasonable estimates when comparing larger or smaller numbers.

Algebra and Functions

1.0 Students use number sentences with operational symbols and expressions to solve problems:

1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.

1.2 Understand the meaning of the symbols +, -, =.

1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.

Measurement and Geometry

1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:

1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:

2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.

2.2 Classify familiar plane and solid objects by common attributes, such

as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.

2.3 Give and follow directions about location.

2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

Statistics, Data Analysis, and Probability

1.0 Students organize, represent, and compare data by category on simple graphs and charts:

1.1 Sort objects and data by common attributes and describe the categories.

1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:

2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Students solve problems and justify their reasoning:

2.1 Explain the reasoning used and justify the procedures selected.

2.2 Make precise calculations and check the validity of the results from the context of the problem.