

West Contra Costa Unified School District

Essential "I Can" Student Standards

First Grade

Dear Parents/Guardians,

This brochure is designed to introduce families, students and caregivers to the key standards in Reading Language Arts and Mathematics. The standards are written to be parent friendly. Tips are provided on the back of the brochure to help you support your child's learning at home. The school district recognizes that while our curriculum is consistent, our students develop at their own pace. Therefore, students are assessed several times throughout the school year to monitor progress in meeting the essential grade-level standards.

The school district is committed to working with families to assure student mastery of these important standards.



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Area	READING LANGUAGE ARTS STANDARDS	
READING-Word Analysis, Fluency, and Comprehension	I can match words that I hear to words I see in print.	1.1
	I can point to a letter, a word, and a sentence.	1.3
	I can think of words that rhyme.	1.6
	I can blend sounds together to make words. <i>Example: /c/+/a/+/t/ = cat</i>	1.8
	I can segment words into the sounds that I hear. <i>Example: cat = /c/+/a/+/t/</i>	1.9
	I know all of the letter sounds and patterns and can blend them to make words.	1.10
	I can read first grade sight words. <i>Examples: the, have, said, come, give, of</i>	1.11
	I can use the sounds that vowel pairs make to read words.	1.12
	I can read simple compound words and contractions. <i>Examples: doghouse and can not=can't</i>	1.13
	I can read root words and different forms of words I know. <i>Examples: look, looked, looking</i>	1.14
	I can read aloud clearly and naturally.	1.16
	I can answer who, what, when, where, and how questions about the things I read.	2.2
WRITING	I can choose a topic to write about.	1.1
	I can print neatly and space my words and sentences correctly.	1.3
	I can write a short report about a person, place, or thing using descriptive details. <i>(Examples: sight, sound, taste, smell, or feel)</i>	2.2
	I can write and speak clearly, in complete sentences.	1.1
	I know what a contraction is and how to use it. <i>Examples: cannot= can't, is not= isn't</i>	1.3a
	I know how to show ownership with possessive pronouns. <i>Examples: his, hers, mine, yours</i>	1.3b
	I can use the basic rules of punctuation and capitalization.	1.6
	I can spell the first grade sight words and short vowel words correctly.	1.8
LISTENING AND SPEAKING	I can pay attention and listen well.	1.1
	I can retell a story and answer questions about it. <i>Examples: who, what, when, where, why, how</i>	2.2

Area	MATH STANDARDS	
NUMBER SENSE	I can count, read, and write numbers 0 to 100. <i>Example: Zero, one, two, three... (0, 1, 2, 3...)</i>	1.1
	I can use the symbols $<$, $=$, and $>$ correctly. <i>Example: Which one is correct? (a) $75 > 76$ (b) $48 < 42$ (c) $89 = 98$ (d) $59 < 67$</i>	1.2
	I can show different ways to make a number. <i>Example: 8 can be $4 + 4$, $5 + 3$, $6 + 2$, or $2 + 2 + 2 + 2$, or $10 - 2$.</i>	1.3
	I can count and group objects by tens and ones, like 34 is 3 tens and 4 ones or $30 + 4$.	1.4
	I can recognize pennies, nickels, dimes and quarters.	1.5a
	I can add coins and make combinations of coins that are equal in value. <i>Example: 2 dimes and a nickel is equal to a quarter.</i>	1.5b
	I can say all the addition and subtraction facts from 0 to 20. <i>Examples: $3 + 3 = 6$, $6 - 3 = 3$, $5 + 4 = 9$, $9 - 5 = 4$, $6 + 11 = 17$, $17 - 6 = 11$</i>	2.1
	I can solve problems because I know that adding and subtracting are opposites. <i>Example: How would you use addition to solve the problem: $15 - 8 = \underline{\quad} ?$</i>	2.2
	I can tell you one more than or one less than any number. I can also tell you 10 more than or 10 less than any number. <i>Example: Count by 10's starting with $6 + 10 = 16 + 10 = 26 + 10 = 36 + 10 = \dots$</i>	2.3
	I can count by 2's, 5's and 10's to 100. <i>Which numbers are missing? 24, 26, 28, 30, $\underline{\quad}$, $\underline{\quad}$, 36, $\underline{\quad}$, 40, 42, 44, $\underline{\quad}$, $\underline{\quad}$, 50</i>	2.4
	I can show you what it means to add and subtract. I can use blocks or other objects to show an addition or subtraction problem.	2.5
	I can add and subtract numbers with one and two digits.	2.6
AF*	I can write number sentences to solve word problems using addition and subtraction.	1.1
MEASUREMENT AND GEOMETRY	I can compare the length, weight, and volume of different objects, including using nonstandard units. <i>Examples of nonstandard units: Handful, pinch, pocketful, pencil-length, etc.</i>	1.1
	I can tell time by the hour and half hour. I can also tell what time different events happen during the day and can compare different events to each other. <i>Example: I eat lunch at noon. Lunch is <u>after</u> math and <u>before</u> afternoon recess.</i>	1.2
	I can name, describe, and compare shapes such as triangles, rectangles, squares, and circles. I can also tell which shapes match everyday objects, like a clock face is a circle and the cover of a book is a rectangle.	2.1
STAT., DATA ANAL. & PROBABILITY	I can use picture graphs, bar graphs, and tally charts to show how I have sorted information. I can then compare the information using words like <i>largest</i> , <i>smallest</i> , <i>most often</i> , or <i>least often</i> .	1.2
	I can make patterns with rhythm, colors, shapes and numbers. I can build onto a pattern someone else has started, and also explain what kind of pattern it is.	2.1

* AF= Algebra Functions

Tips to Support Learning at Home

Language Arts Tips

- Read daily with your child. Get children's books out of the library on subjects that interest your child. Pick both fiction and non-fiction books.
- As you read, point to basic words you think the child knows and ask him to sound them out.
- Ask questions on the subject you're reading: What is the cat's color? What will happen next? What do you know about flowers? etc. After you read, ask your child to tell you about the book: the story plot line, what she learned about rocks, etc.
- Spend time each day talking with your child. Ask him what he's interested in and why.
- Cook or bake something simple with your child – maybe an old family recipe. Talk about each step along the way. Talk about each ingredient. Have your child help when possible. Next time, have him perform more of the steps.
- Walk around your neighborhood – taking right and left turns. When you return home, have her explain to someone else the route you took and what she saw or experienced.
- Have your child make up a story while you print it on several pieces of paper. Let him decorate the pages. Then, encourage him to "read" it back to other family members. After some experience, ask him to write his own book using words he knows.

Math Tips

- Play guessing games using a watch that also counts seconds (How long is a traffic light green? How long does it take to eat dinner? How long does it take to boil a pan of water? Etc.)
- Play games with ice cubes. Fill up an empty tray and put it in the freezer. How long does it take to freeze the tray? Time it. Have your child count how many cubes there are. Take out a few. How many are left? Put a cube in a bowl in the refrigerator. Put a chart on your refrigerator and compare their freezing times later.
- Slowly help your child learn to count up to 100. Count pennies, buttons, crayons, beans, toothpicks, and pieces of paper. "How many are in the pile now?"
- Make your own jigsaw puzzles. Clip out full-page pictures from magazines. Cut them up into different size pieces. Have your child put them back together. As he gains experience, make the next puzzle pieces smaller.
- Talk with your child about how you use math in daily life.
- Have a yearly calendar just for your child. Have her mark down everyone's birthdays, holidays, school vacations, etc. Refer to it often with her. Talk about passage of time, the future, and the past.
- Ask your child to draw you a picture using only triangles. Then draw one with just circles, then other shapes. Make a book of them.
- Have your child count how many lamps are in your house or apartment. How many light switches? How many shelves? How many doors? How many windows? Then have her try to add them all up. What would the amount be if you took away the number of windows? Encourage her efforts.