



GRADE ONE CONTENT EXIT STANDARDS

The content standards detailed below are to serve as the foundation for each grade one student's classroom-based instructional experience:

Reading

- Demonstrate an awareness of concepts of print
- Demonstrate phonological awareness (sounds in speech)
- Develop graphophonic skills (sounds/symbols)
- Develop a sight vocabulary (high frequency words, color words, number words, environmental signs and symbols)
- Begin to read aloud with expression and fluency, demonstrating the development of rhythm, cadence, and an understanding of end punctuation marks
- Develop and apply universal thinking and comprehension strategies
- Employ the language arts for lifelong learning, work, and enjoyment

Writing

- Identify and use appropriate modes of writing for a variety of purposes and audiences with or without teacher assistance
- Begin to recognize and use the stages of a writing process [prewriting, drafting, revising, editing, and publishing] with or without teacher assistance
- Develop and apply legible penmanship

Speaking, Listening, Viewing, and Enacting

- Demonstrate grade appropriate use of standard English and delivery strategies
- Respond critically to oral communication, films, videos, presentations, graphics, and written work
- Perform in a manner that guides the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation

Mathematics

- Use numbers and objects to count, measure, estimate, compare, classify, sort, and order
- Develop strategies to add and subtract simple whole numbers
- Discover, analyze, extend, and create patterns
- Recognize money, time, linear measurement, and geometric shapes

Social Studies

- Construct a meaning for the term "geography"
- Use maps, atlases, charts, and graphs to interpret information
- Demonstrate an understanding of the relationship between basic economic concept
- Recognize cause and effect relationships
- Recognize that people have different points of view
- Recognize that rights and responsibilities will define an individual's role as a citizen

Science

- Recognize differences and similarities between living and nonliving things
- Recognize that living things are found almost everywhere and that there are different kinds in different places
- Use knowledge of plants
- Use knowledge of animals
- Explore the properties of matter and describe characteristics (i.e., shape, color, taste, weight, and odor)

Information Literacy and Technology

- Operate and use computers and other technologies as tools for productivity, problem-solving and learning across the content area
- Define information needs and identify effective courses of action to conduct research and solve problems
- Understand and demonstrate a command of information skills and strategies to locate and effectively use print, non-print and/or digital resources to solve problems and conduct research
- Apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information from a variety of sources and formats
- Use appropriate technologies to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others
- Evaluate the effectiveness and efficiency of their own choices and uses of information and technology for problem-solving and communication
- Demonstrate the responsible, legal and ethical use of information resources, computers and other technologies
- Develop life-long reading habits to foster personal enrichment and continuous learning
- Develop a deeper awareness of media literacy as a life skill that is integral to modern citizenship and informed decision-making