

Dear Parents:

The Irvine Unified School District is committed to providing each of our students with the highest quality learning experiences possible. We believe that the best way to achieve successful academic growth is through the combined efforts of the school, parents, and child. One important way for parents to help is to be aware of what students are expected to learn. Toward that end, this document displays those learning goals considered essential at this grade level. These are referred to as grade-level content standards, and they are listed for language arts, mathematics, science, and social science.

These content standards drive the plans for daily instruction and homework. Content standards also provide the basis for progress reports and report cards. Parent/teacher conferences add further clarity regarding student progress on grade-level standards.

Along with solid instruction, these standards invite students, teachers, and parents to work together in the classroom, and at home, in the interest of success for all. For additional information on grade-level content standards, please visit our web site at: http://www.iusd.org/education_services/CurricularPrograms.html.

Sincerely,



Gwen E. Gross, Ph.D.
Superintendent of Schools

In order to further assist parents in helping their students please refer to our website: http://www.iusd.org/parent_resources/ParentsHelpingStudents.html.

The following is an example of the items on the above mentioned website:

How to Make a Better Student

- A parent's guide on what you can do to help

Family Literacy Project

IUSD tips for parents helping children learn to read

- [Tips for Reading to Your Child](#)
- [Phrases that Encourage](#)
- [Questions that Encourage Conversation about Reading](#)
- [Concepts about Print](#)
- [Phonemic Awareness Activities For 4-5-6 Year Olds](#)
- [Phonemic Awareness Activities For 6-7 Year Olds](#)
- [Bibliography: K-3 Phonemic Awareness](#)
- [Ten Tips: Helping Your Child Read Effectively](#)
- [Breaking the Sound-It-Out Barrier](#)
- [Reading Tips for Parents, Primary Caregivers, and Educators](#)
- [Helping Children Develop Oral-Language Skills](#)
- [The Family Literacy Project Video Purchase Form](#)

Standardized Testing (STAR program)

- How parents can help improve the achievement levels measured by the Stanford 9

Children's Literature Web Guide

- Reviews children's literature

Encyclopedia Britannica

- On-line subscriber's service, the encyclopedia for a monthly fee

On-line Magazines

- Access to on-line magazines

Scholastic

- Take a look around this publisher's page, includes links

Spelling

- [How Parents Can Help Their Children With Spelling and Writing](#)
- [Spelling Benefits](#)

Phonics

- [How Parents Can Assist With Phonics K-2](#)
- [Breaking the Sound-It-Out Barrier](#)

Mathematics Resources for Parents

- Resources designed to help parents help their students with math

Kindergarten

- Activities that support Kindergarten learning

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Irvine Unified School District's Essential Standards Grade 1

READING

Word Analysis, Fluency, and Systematic Vocabulary Development

The Student Will:

- Match oral words to printed words.
- Identify letters, words, and sentences.
- Distinguish initial, medial, and final sounds in single-syllable words.
- Add, delete, or change target sounds in order to change words (e.g. change cow to how; pan to an).
- Blend two to four phonemes into a recognizable word (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- Generate the sounds from all the letters and letter patterns, including consonant blends and long - and short-vowel patterns (i.e., phonograms), and combine those sounds into recognizable words.
- Read common, irregular sight words (e.g., the, have, said, come, give, of).
- Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
- Read aloud with fluency in a manner that sounds like natural speech.

Reading Comprehension

- Respond to who, what, when, where, and how questions.
- Confirm predictions about what will happen next in text by identifying key words (i.e., signpost words).
- Relate prior knowledge to textual information.
- Retell the central ideas of simple expository or narrative passages.

Literary Response and Analysis

- Identify and describe the story elements of plot, setting, and characters, including the story's beginning, middle, and ending.
- Recollect, talk, and write about books read during the school year.

WRITING

Writing Strategies

The Student Will:

- Select a focus when writing.
- Use descriptive words when writing.
- Print legibly and space letters, words, and sentences appropriately.

Writing Applications

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

WRITTEN AND ORAL LANGUAGE CONVENTIONS

Sentence Structure Grammar, Punctuation, Capitalization, Spelling

The Student Will:

- Have a command of the English-language conventions, including sentence structure, grammar, punctuation, capitalization, and spelling appropriate to their grade level.

LISTENING AND SPEAKING

Listening and Speaking Strategies

The Student Will:

- Listen attentively.
- Ask questions for clarification and understanding.
- Stay on topic when speaking.

Speaking Applications

- Recite poems, rhymes, songs, and stories.
- Relate an important life event or personal experience using simple sequencing.

MATHEMATICS

Number Sense

The Student Will:

- Count, read, and write whole numbers to 100 and understand place value.
- Count and group objects into ones and tens.
- Identify and know the value of coins to \$1.00 and show different combinations of coins that equal the same value.
- Know the addition facts (sums to 20) and the corresponding subtraction facts.
- Solve addition and subtraction problems with one- and two-digit numbers.
- Use a variety of strategies to estimate and compute mentally.

Algebra and Functions

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

Measurement and Geometry

- Measure the length of an object to the nearest inch or centimeter.
- Tell time to the nearest half hour and compare time related to events (e.g., before/after, shorter/longer).
- Identify and describe common geometric figures, classify them by common attributes and describe their relative position. Or their location in space.

Statistics, Data Analysis, and Probability

- Collect, organize record, represent and compare categorical data on simple graphs and charts.
- Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

Mathematical Reasoning

- Make decisions about how to approach problems.
- Use strategies, skills and concepts in finding solutions.
- Communicate results by explaining their process and solutions.
- Determine a solution is complete and make connections to similar problems.

SCIENCE

Physical Science

The Student Will:

- Understand that matter comes in different forms (states) including solids, liquids, and gases.
- Understand that solids, liquids, and gases have different properties.

Life Sciences

- Understand that different plants inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- Understand roots are associated with the intake of water and soil nutrients, green leaves with making food from sunlight.

Earth Sciences

- Understand weather can be observed, measured and described.

Science Process Skills (Investigation and Experimentation)

- Record observations and data with pictures, numbers, and/or written statements.

SOCIAL SCIENCE

The Student Will:

- Describe the rights and individual responsibilities of citizenship.
- Compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places.
- Understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
- Compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same.
- Describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents.
- Understand basic economic concepts and the role of individual choice in a free-market economy.