

Dear Parents,

The Governing Board of the Ramona Unified School District has adopted California's Content Standards for district wide implementation. Well-communicated standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject. Your knowledge of the standards will help you frame your questions for parent-teacher conferences and counselor conferences, select reading and writing materials for the home, and shape your visits to public libraries and other places of interest.

English-Language Arts

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.

2.0 Reading Comprehension:

Students read and understand grade-level-appropriate materials. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

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).

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).

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

Written and Oral English Language Conventions:

1.0 Written and Oral English Language Conventions: Students write and speak with the command of standard English conventions appropriate to their grade level.

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.

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.

How parents can help . . .

- ✓ Start a family reading time – take turns reading aloud from a book for at least 30 minutes each day.
- ✓ Give books and magazine subscriptions as gifts.
- ✓ Encourage reading wherever you go – grocery store, office, and library.
- ✓ Model writing for real reasons – grocery lists, letters, and plans.

- ✓ Take your child to the library and ask the children's librarian to help select books.
- ✓ Realize your child is developing as a speller and a reader – allow approximations.
- ✓ Have a writing supplies box with paper, crayons, pencils, and postcards.
- ✓ Monitor and consider limiting television viewing time.
- ✓ Visit school often and ask questions about your child's progress.
- ✓ Write letters and notes back and forth with your child.

Mathematics

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

Number Sense:

- 1.0 Students understand and use numbers up to 100.
- 2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.
- 3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

Algebra and Function:

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

Measurement and Geometry:

- 1.0 Students use direct comparison and nonstandard units to describe the measurements of objects.
- 2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

Statistics, Data Analysis, and Probability:

- 1.0 Students organize, represent, and compare data by category on simple graphs and charts.
- 2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.

Mathematical Reasoning:

- 1.0 Students make decisions about how to set up a problem.
- 2.0 Students solve problems and justify their reasoning.
- 3.0 Students note corrections between one problem and another.



How parents can help . . .

- ✓ Practice making purchases and counting change.
- ✓ In the grocery store, estimate the weight and then weigh fruits and vegetables.
- ✓ Look for geometric shapes in buildings, advertising, magazines, and the grocery store.
- ✓ Sort and classify stuffed animals, books, money, and household items.
- ✓ Practice time on clocks with several types of faces (analog, digital, roman numeral).
- ✓ Use the digits on car license plates to add, subtract, and create largest and smallest number.
- ✓ Collect data and record information (such as plant seeds and record growth of plants).
- ✓ Talk with your child about events and situations as being likely or unlikely.
- ✓ Use flashcards to master speed and recognition of basic math facts.

Science

Physical Sciences:

1.0 Materials come in different forms (states), including solids, liquids, and gases.

Life Sciences:

2.0 Plants and animals meet their needs in different ways.

Earth Sciences:

3.0 Weather can be observed, measured and described.

Investigation and Experimentation:

4.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

How parents can help . . .



- ✓ Encourage your child to ask questions and make observations of the natural world.
- ✓ Encourage your child to read and write about what they learn.
- ✓ Visit the library and museums as a family.

✓ Schedule time each day to talk with your child about school and share your day.

✓ Limit time viewing television.

History/Social Science

A Child's Place in Time and Space: Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship.

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

1.4 Students 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 while others stay the same.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1.6 Students understand basic economic concepts in the role of individual choice in a free-market economy.

How parents can help . . .

✓ Create memory books.

✓ Identify historical time periods of various films watched or stories read.

✓ If television is a part of your child's life, encourage viewing of "History Channel", "Discovery Channel", and other historically based programs.

✓ Discuss use of maps.

✓ Enjoy cultural foods and drinks.

✓ Encourage writing with pen pals from another country.



The California Content Standards for grades Kindergarten through Twelve were adopted by the California Department of Education during the 1997-98 school year. The standards represent a commitment to teaching strong basic skills, problem solving strategies, critical thinking, and analysis techniques to all students. The standards serve as a basis for our curriculum development, use of instructional resources, and assessment of student achievement. This pamphlet is intended to provide parents with an overview of the tremendous amount of subject matter which your child will experience in this particular grade level in the four core areas of study. Additionally, each child in grades K-6 will also be engaged in a rich course of study in the visual and performing arts, health, and physical education.

In addition to the standards described here, suggestions are provided for parents to help their children practice, develop, and achieve these expectations. In order to become proficient in the various skills included in each of the four core content areas, it is critical that parents take an active role in working with the schools to develop these skills.

For additional information on our District's instructional program, parents should contact their local school principal or teacher. Additionally, a complete and detailed listing of the state's content standards is available via the Internet at <http://www.cde.ca.gov/standards>.



Ramona Unified School District

Board of Education

Rodger Dohm

Kim Lasley

Dan Lopez

Dawn Perfect

Bob Stody

Superintendent

Robert W. Graeff, Ed.D.

California Content Standards

1st Grade