

The Brainerd School district has adopted a balanced literacy model, *Benchmark Literacy*. Language Arts is a 2 ½ hour block of time where science, social, health, and math are integrated into a language arts block. Teachers use read alouds, shared reading, guided reading, managed independent learning, research, independent reading, community writing, writer's workshop, and independent writing to explore the world of learning. Learners develop independence in reading, writing, and higher level thinking.

LANGUAGE ARTS

Literature

1. Comprehend the literal and inferred meaning of texts.
2. Identify words that suggest feelings or appeal to the senses
3. Compare and contrast fiction and non-fiction texts.
4. Read grade appropriate texts with comprehension, accuracy and fluency.
5. Select appropriate texts for enjoyment and academic tasks.

Informational Text

1. Comprehend nonfiction/informational texts.
2. Ask and answer questions to clarify the meaning of words.
3. Use text features to locate information.
4. Read grade appropriate texts with comprehension, accuracy and fluency.
5. Select appropriate texts for enjoyment and academic tasks.

Foundational Skills

1. Demonstrate understanding of basic features of print.
2. Demonstrate understanding of spoken words, syllables, and sounds.
3. Know and apply grade-level phonics and word analysis skills.
4. Read with sufficient accuracy and fluency to support comprehension.

Writing

1. Write opinion, informative/explanatory, and narrative pieces.
2. Add details to strengthen writing.
3. Use a variety of tools to produce and publish writing.
4. Participate in shared research and writing projects.
5. Recall information from experiences or gather information from sources.

Language

1. Demonstrate command of English grammar when writing or speaking.
2. Demonstrate command of writing conventions: capitalization, punctuation, and spelling.
3. Determine or clarify the meaning of unknown words.
4. Demonstrate understanding of word relationships and changes in word meanings.
5. Use language acquired through conversations and reading.

Speaking, Viewing, Listening & Media Literacy

1. Participate in conversations with peers and adults.
2. Ask and answer questions to confirm understanding, get information, or for clarification.
3. Speak in complete sentences and express thoughts, feelings, and ideas.
4. Understand purposes of different types of print and digital media.
5. Create and share a multimedia work for a specific purpose.

Resources: Benchmark Literacy

MATHEMATICS

1. Count, compare, and represent whole numbers up to 120, with an emphasis on groups of tens and ones.
2. Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts.
3. Recognize and create patterns; use rules to describe patterns. Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.
4. Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts.
5. Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.

Resources: Math Expressions

Home/School Connection: www.eduplace.com/parents/mthexp/
www.k6.thinkcentral.com/ePC/start.do

SCIENCE

1. Understand that scientists work as individuals and groups to investigate the natural world, emphasizing evidence and communicating with others.
2. Understand that designed and natural systems exist in the world. These systems are made up of components that act within a system and interact with other systems.
3. Understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.
4. Understand that Earth materials include solid rocks, sand, soil and water. These materials have different observable physical properties that make them useful.
5. Understand that living things are diverse with many different observable characteristics.
6. Understand that natural systems have many components that interact to maintain the living system.
7. Understand that plants and animals undergo a series of orderly changes during their life cycles.

Units of Study: FOSS Sound & Light; FOSS Pebbles, Sand & Silt; FOSS Plants & Animals

Home/School Connection: www.fossweb.com

SOCIAL STUDIES

1. Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.
2. Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette.
3. Identify the president of the United States; explain that the president is elected by the people.

4. Identify characteristics of effective rules; participate in a process to establish rules.
5. Describe some costs and benefits of alternative choices made by families.
6. Define scarcity as not having enough of something to satisfy everyone's wants; give examples.
7. Explain that people trade (voluntarily) when they each expect to be better off after doing so.
8. Create sketch maps to illustrate spatial information about familiar places; describe spatial information found on maps.
9. Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location.
10. Compare physical and human characteristics of a local place and a place far away on a globe or map.
11. Create a timeline that identifies at least three events from one's own life.
12. Ask basic historical questions about a past event in one's family, school or local community.
13. Describe how people lived at a particular time in the past, based on information found in historical records and artifacts.
14. Compare and contrast family life from earlier times and today.
15. Compare and contrast buildings and other technologies from earlier times and today.

Units of Study: Friends & Family, Getting Along, Good Citizens, Stories of the Past, Everyday Science on the Move, A Perfect Place to Live, Earth's Treasures, Flat Stanley in My Neighborhood

HEALTH

1. Comprehend concepts related to health promotion and disease prevention to enhance health.
2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.
3. Access valid information and products and services to enhance health.
4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Use decision-making skills to enhance health.
6. Use goal-setting skills to enhance health.
7. Practice health-enhancing behaviors and avoid health risks.
8. Advocate for personal, family, and community health.



VISUAL ARTS

1. Understand the elements of visual arts, including color, line, shape, form, texture, and space.
2. Understand the characteristics of visual art from a variety of cultures and historical times.
3. Use the tools, basic skills, and techniques of at least three different mediums.
4. Create original works of art to communicate ideas.

Resources: Adventures in Art, Davis Publishing

Artist Study: Andy Warhol, Pablo Picasso

Lessons: Kinds of Lines, Shapes All Around, Rubbings of Texture, Warm and Cool Colors, Painting on Wet Paper, Exploring Brushstrokes

MEDIA AND TECHNOLOGY

1. Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical..
3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

MUSIC

1. Sing with accurate pitch.
2. Read and sing musical patterns shown with traditional notation.
3. Play simple melodies on keyboard.
4. Play steady beat accompaniments on percussion instruments.
5. Read traditional notation to play musical patterns on keyboard.
6. Read and understand musical signs and symbols.
7. Listen to music and identify elements of melody.
8. Listen to music and identify expressive elements.
9. Listen, perform, and understand children's songs from the United States and around the world.

Additional Concepts:

1. Demonstrate musical concepts using movement.
2. Create music to accompany a reading or dramatization.
3. Respond to questions about the elements of music.

PHYSICAL EDUCATION

1. Demonstrate competency in a variety of motor skills and movement patterns.
2. Apply knowledge of concepts, principles, strategies and tactics to movement and performance.
3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibit responsible personal and social behavior that respects self and others.
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

REPORT CARDS

Standards-based reporting describes the grade level/content area skills and knowledge students are learning based on state standards and benchmarks. With standards-based reporting, **3 IS THE GOAL** for the grade level and should be celebrated.

- 4 - EXCEEDS year end standards for this grade level.
- 3 - SECURE understanding of year end standards.
- 2 - DEVELOPING understanding of year end standards.
- 1 - BEGINNING understanding of year end standards.

TESTING REQUIREMENTS AND SCHEDULE

Observation Survey of Early Literacy:

Teachers in grades K-2 administer the Benchmark Assessment System (BAS) subtests of the Observation Survey and text level students up to four times a year. The tests measure a child's growth in letter and sound identification, concepts about print, hearing and recording sounds in words, and high frequency words. Teachers use the test results to differentiate literacy instruction and plan interventions for students.

Testing Timeline: August, November, February, May

Benchmark Assessment System:

Students in grades K-4 will be assessed using this one-on-one, comprehensive assessment to determine independent and instructional reading levels.

Testing Timeline: All students will be tested at the beginning and the end of the year. Students performing below grade level will be progress monitored in November and February.

STAR Enterprise:

Students in grades 2 (winter) through high school will be taking the STAR Enterprise tests in reading and mathematics. The purpose of STAR testing is:

- To measure academic progress of all students in reading and mathematics by benchmark testing three times per year, and
- To provide a progress monitoring system that tracks student progress, as needed, for academic interventions.

Testing Timeline: September, January, May

BRAINERD ELEMENTARY SCHOOLS

Baxter	218-454-6400
Garfield	218-454-6450
Harrison	218-454-6500
Lowell	218-454-6550
Nisswa	218-961-6860
Riverside	218-454-6800

To view the entire set of MN Academic Standards
visit MDE at www.education.state.mn.us
or www.isd181.org or call 218-454-6970.

CURRICULUM STANDARDS



GRADE 1

2022-2023

