



YONKERS PUBLIC SCHOOLS

English Language Arts • Mathematics • Social Studies • Science
Conceptual Understandings | Key Ideas | Required Skills

GRADE 1

Power Standards for Academic Success Committee

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The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. This blueprint will evolve with ongoing data-driven review and input from District practitioners.



To Yonkers Public Schools Educators,

The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. Our collective experience with Distance Learning and social isolation from March through June 2020 helps guide our work moving forward. Technology driven flexible instruction is the “new” normal for education moving forward.

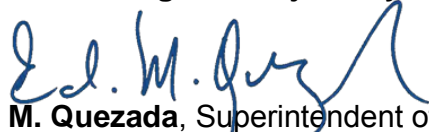
As the school district reopens following this extended school closure, it is evident that school leaders and teachers will need to devote time during the school day to address Social Emotional Learning (SEL) as well as learning gaps. In the upcoming school year teachers and students must focus on the most critical skills, in tandem with the full curriculum, when engaging in teaching and learning to mitigate the potential long-term learning gap impact. Therefore, in collaboration with school leaders, teachers and content directors, the District developed the **Power Standards for Academic Success** that is a plan to access grade level standards emphasizing depth over breadth in English language arts, math, science and social studies.

The Next Generation Learning Standards, the New York State P-12 Science Learning Standards, the New York State K-12 Social Studies Framework, and other New York State Education Department Office of Curriculum and Instruction guidelines *are still in place*. The **Power Standards** are not to be used as the full curriculum; school leaders and teachers must continue to consult State learning standards in their instruction. The Power Standards are to be used in conjunction with data-informed teaching and learning to adjust pacing of instruction and scaffold using a Multi-Tiered System of Supports to bridge learning from the previous school year.

The **Power Standards for Academic Success** are structured by grade level and content area as follows:

- ❖ **Conceptual Understanding**, or broad concepts for the grade level, communicate the big picture,
 - **Key Ideas** support that Conceptual Understanding,
 - **Required Skills** communicate what students should know and be able to do to succeed in the next grade level.

With a collective, focused and relentless commitment we can, we must, reverse the impact COVID-19 has wielded on our students achievement and wellbeing. The 2020-2021 school year offers magnificent opportunities for creative innovative teaching and learning. I look forward to working with you as we navigate this journey for our students.


Dr. Edwin M. Quezada, Superintendent of Schools



Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 1	English Language Arts
Conceptual Understanding: Elements of Oral and Written Language	
Key Idea: Demonstrate understanding of words, syllables, and sounds (phonemes)	
Required Skills: Phonological Awareness <ol style="list-style-type: none"> a. Count, blend and segment single syllable words that include consonant blends b. Create new words by manipulating individual sounds (phonemes) in spoken one syllable words c. Manipulate individual sounds (phonemes) in single-syllable spoken words 	
Key Idea: Demonstrate understanding of the organization and basic features of print	
Required Skills: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	
Key Idea: Know and apply phonics and word analysis skills in decoding words	
Required Skills: Phonics and Word Recognition <ol style="list-style-type: none"> a. Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th) b. Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams) c. Decode regularly spelled one-syllable words d. Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound e. Decode two-syllable words following basic patterns by breaking the words into syllables f. Recognize and identify root words and simple suffixes (e.g., run, runs, walk, walked) g. Read most common high-frequency words by sight 	
Key Idea: Demonstrate command of the conventions of academic English grammar and usage when writing and speaking	
Required Skills: Core Convention Skills <ol style="list-style-type: none"> a. Use frequently occurring nouns and verbs b. Use common, proper, and possessive nouns c. Use collective nouns (e.g., group, class) d. Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish) e. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) f. Produce and expand complete sentences in shared language activities (e.g., The boy jumped high on the trampoline) g. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) h. Use reflexive pronouns (e.g., myself, ourselves) i. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) 	

Power Standards in this Blueprint do not represent the total curriculum. The Power Standards, reflected as required skills in this document, are essential learning outcomes for students that provide direction for detailed instructional work plans in schools and District departments. For specific examples, please reference State learning standards.



Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 1	English Language Arts
Key Idea: Demonstrate command of the conventions of academic English grammar and usage when writing and speaking	
Required Skills Continued:	
j. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)	
k. Use frequently occurring conjunctions (e.g., and, but, or, because)	
l. Use frequently occurring transition words (e.g., first, then, last)	
Key Idea: Demonstrate automaticity on independent level text	
Required Skills: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension	
Conceptual Understanding: Central Idea/Main Topic and Genre Identification Leads to Comprehension of Text	
Key Idea: Key ideas and details	
Required Skills:	
a. Identify a main topic or central idea in a text and retell important details	
b. Describe characters, settings, and major events in a story, or pieces of information in a text	
Key Idea: Craft and structure	
Required Skills: Identify a variety of genres and explain major differences between literary texts and informational texts	
Key Idea: Integration of knowledge and ideas	
Required Skills: Identify specific information an author or illustrator gives that supports ideas in a text	
Conceptual Understanding: How to Write an Opinion and Narrative Piece	
Key Idea: Writing	
Required Skills: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion	
Conceptual Understanding: How to Engage in Accountable Conversations	
Key Idea: Speaking and listening	
Required Skills: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play	
a. Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic	
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges	
c. Ask questions to clear up any confusion about topics and texts under discussion	
d. Consider individual differences when communicating with others	

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Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 1	Math
Conceptual Understanding: Operations and Algebraic Thinking	
Key Idea: Represent and solve problems involving addition and subtraction	
Required Skills:	
<ul style="list-style-type: none"> a. Use addition and subtraction within 20 to solve word problems b. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 	
Key Idea: Understand and apply properties of operations and the relationship between addition and subtraction	
Required Skills:	
<ul style="list-style-type: none"> a. Solve word problems by adding 3 whole numbers b. Use the commutative and associative property of addition c. Use an addition fact to help answer a subtraction problem 	
Key Idea: Add and subtract within 20	
Required Skills:	
<ul style="list-style-type: none"> a. Count to support adding and subtracting b. Add and subtract facts within 20 	
Conceptual Understanding: Number and Operations in Base Ten	
Key Idea: Extending the counting sequence	
Required Skills: Count to 120	
Key Idea: Understand place value	
Required Skills:	
<ul style="list-style-type: none"> a. Tell how many tens and how many ones are in a number b. Compare two-digit numbers using $<$, $=$, and $>$ 	
Key Idea: Use place value understanding and properties of operations to add and subtract	
Required Skills:	
<ul style="list-style-type: none"> a. Use manipulatives and pictures to help students solve problems within 100 b. Use math strategies to help solve problems within 100 c. Find 10 more or 10 less using mental math 	

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Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 1	Math
Conceptual Understanding: Measurement and Data	
Key Idea: Measure lengths indirectly and by iterating length units	
Required Skills: <ul style="list-style-type: none">a. Put three objects in order from longest to shortestb. Tell the length of an object using whole numbers	



Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 1	Science
Conceptual Understanding: Light and Sound Waves	
Key Idea: Planning and carrying out investigations	
Required Skills:	
a. Plan and conduct investigations collaboratively to provide evidence that vibrating materials can make sound and that sound can make materials vibrate	
b. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light	
Key Idea: Constructing explanations and designing solutions	
Required Skills: Make observations (firsthand or from media) to construct an evidence-based account that objects can be seen only when illuminated	
Conceptual Understanding: Structure, Function, and Information Processing	
Key Idea: Constructing explanations and designing solutions	
Required Skills:	
a. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs	
b. Make observations to construct an evidence-based account that some young plants and animals are similar to, but not exactly like, their parents	
Key Idea: Obtaining, evaluating, and communicating information	
Required Skills: Read grade appropriate texts and use media to determine patterns in behavior of parents and offspring that help offspring survive	
Conceptual Understanding: Patterns and Cycles of Space Systems	
Key Idea: Planning and carrying out investigations	
Required Skills: Make observations at different times of year to relate the amount of daylight to the time of year	
Key Idea: Analyzing and interpreting data	
Required Skills: Use observations of the Sun, moon, and stars to describe patterns that can be predicted	

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Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 1	Social Studies
Conceptual Understanding: Continuity and Change Over Time: Families Have a Past and Different Documents Relate Family Histories	
Key Idea: Personal and family history is a source of information for individuals about the people and places around them	
Required Skills:	
<ul style="list-style-type: none"> a. Create personal timelines of their life, school year, and family events with the help of family members b. Demonstrate an understanding of sequence and chronology and share their timelines with each other 	
Key Idea: Families change over time, and family growth and change can be documented and recorded	
Required Skills: Examine the changes in their family over time and how the family growth and change could be documented and recorded	
Key Idea: Families of long ago have similarities and differences with families today	
Required Skills:	
<ul style="list-style-type: none"> a. Examine families of the past and compare them with their family b. Identify characteristics that have been passed on through generations 	
Key Idea: Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories	
Required Skills: Use sequence and chronological terms when describing family events	
Conceptual Understanding: Historical Sources Reveal Information About how Life Differs from the Past to Present	
Key Idea: Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers	
Required Skills: Exposure to various historical sources, including artifacts, letters, maps, photos, and newspapers	
Key Idea: Oral histories, biographies, and family timelines relate family histories	
Required Skills:	
<ul style="list-style-type: none"> a. Interview family members to learn about their family histories and develop a family timeline as an extension of their personal timeline b. Describe the main characters and qualities after listening to biographies and legends 	

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2020-2021

