

First Grade

ELA: Literature (A - Fiction) & Informational Text (B - Non-Fiction)

Standards Statement

1. (A) (B) Ask and answer questions about key details in a text.

Explain that a key detail is important to the text.

Standards Statement

2. (A) Retell stories, including key details, and demonstrate understanding of their central message or lesson.
(B) Identify the main topic (idea) and retell key details of a text.

Retell familiar stories.

Identify character.

Identify settings.

Identify major events.

Identify main topics.

Standards Statement

3. (A) Describe characters, settings, and major events in a story, using key detail.

Describe characters, settings and major events.

(B) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Describe a connection between two individuals in a text.

Describe a connection between two events in a text.

Describe a connection between two ideas or pieces of information in a text.

Understand the difference between literature and informational text.

Standards Statement

4. (A) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Identify words that suggest feelings.

Name the five senses.

(B) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Ask questions to help with word meanings in a text.

Standards Statement

5. (A) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Explain the differences between stories and texts.

(B) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Identify text features.

First Grade

ELA: Literature (A - Fiction) & Informational Text (B - Non-Fiction)– Cont.	
Standards Statement	
6. (A) Identify who is telling the story at various points in a text.	
<input type="checkbox"/>	Identify who is telling the story.
(B) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
<input type="checkbox"/>	Tell the difference between picture and word information in a story.
Standards Statement	
7. (A) Use illustrations and details in a story to describe its characters, setting, or events.	
<input type="checkbox"/>	Describe illustrations.
<input type="checkbox"/>	Describe details in a story that tell about characters.
<input type="checkbox"/>	Describe details in a story that tell about setting.
<input type="checkbox"/>	Describe details in a story that tell about events.
(B) Use the illustrations and details in a text to describe its key ideas.	
<input type="checkbox"/>	Tell a key idea by looking at the illustration.
Standards Statement	
8. (A) (Not applicable to literature)	
(B) Identify the reasons an author gives to support points in a text.	
<input type="checkbox"/>	Tell why an author wrote the text using points from the text.
Standards Statement	
9. (A) Compare and contrast the adventures and experiences of characters in stories.	
<input type="checkbox"/>	Tell the points in a text.
<input type="checkbox"/>	Compare (tell how alike) the adventures of characters in stories.
<input type="checkbox"/>	Contrast (tell how different) the adventures of characters in stories.
<input type="checkbox"/>	Compare (tell how alike) the experiences of characters in stories.
<input type="checkbox"/>	Contrast (tell how different) the experiences of characters in stories.
(B) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
<input type="checkbox"/>	Tell similarities and differences between two text on the same topic.
Standard Statement	
10. (A) With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
<input type="checkbox"/>	Read first grade sight words.
<input type="checkbox"/>	Read first grade prose and poetry.
(B) With prompting and support, read informational texts appropriately complex for grade.	
<input type="checkbox"/>	Read informational text.

First Grade

Reading Foundational Skills

Standards Statement

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization ending punctuation).

Recognize that the first word in a sentence is capitalized.

Recognize that all sentences end with a punctuation mark.

Standards Statement

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words,
 - b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blend,
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words,
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Tell the difference between long and short sounds in one syllable words.

Make one syllable words by blending sounds aloud.

Pronounce beginning, middle and ending sounds in one syllable words.

Break words into parts.

Standards Statement

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound),
 - b. Decode regularly spelled one-syllable words,
 - c. Know final -e and common vowel team conventions for representing long vowel sounds,
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word,
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables,
 - f. Read words with inflectional endings,
 - g. Recognize and read grade-appropriate irregularly spelled words.

Say the spelling-sound of common consonant digraphs.

Decode regularly spelled one-syllable words.

Recognize long vowel sounds made by using the final e and common vowel teams.

Decode two-syllable words by breaking into syllables.

Read words with inflectional endings.

Read irregularly spelled words .

First Grade

Reading Foundational Skills – Cont.

Standards Statement

4. Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding,
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression,
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Read grade-level text with purpose and understanding.

Read grade level text aloud with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct a word.

Writing

Standards Statement

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Write an opinion piece by stating an opinion, giving a reason and a closing.

Standards Statement

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Write an informative text by naming a topic, adding some facts and a closing.

Standards Statement

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Write a narrative with two or more events in sequence with details using temporal words and a closing.

Standards Statement

4. (Begins in grade 3)

Standards Statement

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Listen to suggestions to help my writing.

Writing

Standards Statement

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

First Grade

Writing – Cont.

Use digital tools to work with others.

Identify digital tools.

Use digital tools to publish my writing.

Standards Statement

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Research topics with others.

Write a series of directions.

Standards Statement

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Answer questions using recall and experience.

Standards Statement

9. (Begins in grade 4)

Speaking & Listening

Standards Statement

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion),
 - Build on others’ talk in conversations by responding to the comments of others through multiple exchanges,
 - Ask questions to clear up any confusion about the topics and texts under discussion.

Follow rules for discussions.

Join in the discussion.

Demonstrate understanding of read aloud information.

Ask questions to better understand what is being discussed.

Standards Statement

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Ask and answer questions about key details in text that is read aloud.

Standards Statement

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Answer questions to better understand.

First Grade

Speaking & Listening – Cont.

Standards Statement

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Use relevant details to describe people.

Use relevant details to describe places.

Use relevant details to describe things.

Use relevant details to describe events.

Standards Statement

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Add relevant drawings (visual displays) to add details.

Standards Statement

6. Produce complete sentences when appropriate to task and situation.

Write complete sentences.

Language

Standards Statement

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters,
 - Use common, proper, and possessive nouns,
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop),
 - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything),
 - 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),
 - Use frequently occurring adjectives,
 - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*),
 - Use determiners (e.g., articles, demonstratives),
 - Use frequently occurring prepositions (e.g., *during, beyond, toward*),
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

First Grade

Language

- Print all upper- and lowercase letters.
- Identify and use common, proper and possessive nouns.
- Identify and use personal, possessive, and indefinite pronouns.
- Use verbs that show past, present and future.
- Use adjectives.
- Identify and use common conjunctions.
- Explain and use common determiners.
- Name and use common prepositions.
- Write simple and compound sentences.

Standards Statement

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize dates and names of people,
 - b. Use end punctuation for sentences,
 - c. Use commas in dates and to separate single words in a series,
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words,.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

- Capitalize dates.
- Capitalize names of people.
- Use end punctuations.
- Use commas in dates.
- Use commas in a series.
- Sound out spelling of new words.
- Use spelling rules.

Standards Statement

3. N/A

Standards Statement

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase,
 - b. Use frequently occurring affixes as a clue to the meaning of a word,
 - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

First Grade

Language – Cont.

Determine the meaning of unknown words using sentence-level context.

Use common affixes as a clue to the meaning words.

Identify root words.

Standards Statement

5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent,
 - Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes),
 - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*),
 - Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

Sort words into categories.

Define words by category.

Demonstrate the difference in the shades of meaning of verbs.

Tell the difference in adjective intensity.

Standards Statement

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Learn new words and phrases from conversations, reading , and listening.

Use conjunctions to show relationships.

First Grade

Sun, Energy, and Weather (ESS)

Content Statement

1. The sun is the principal source of energy.

- Observe, measure and record the warming and cooling of air, water or soil.
- Expose an object or material (including water) to sunlight and measure the time it takes for the temperature to change.
- Remove an object or material from sunlight and measure the time it takes for it to cool down.
- Compare the amount of time an object is exposed to sunlight with the change in its temperature.
- Recognize that sunlight warms water, air, and soil.
- Identify the sun as a primary source of energy.

Content Statement

2. The physical properties of water can change.

- Identify the different areas where water can be observed (lakes, rivers, streams, ponds, wetlands, oceans, rain, snow, sleet, hail, fog).
- Recall that heating and freezing water changes it from a solid to a liquid or a liquid to a solid.
- Explain how water changes from a solid to a liquid or a liquid to a solid.
- Describe how water can change the shape of the land (e.g., moving soil or sand along the banks of a river or at a beach).
- Observe water in the air as clouds, steam or fog.
- Differentiate between ocean water and fresh water.
- Discuss the abundance of water around the world and why it is important to learn about it.
- Use appropriate tools to test and measure water's weight, texture, temperature, or size to compare its physical properties (e.g., compare measurements of water before and after freezing, examine the texture of snow or ice crystals using a hand lens).

Basic Needs of Living Things (LS)

Content Statement

3. Living things have basic needs, which are met by obtaining materials from the physical environment.

- Identify the difference in how plants and animals get energy.
- Identify the basic survival needs of plants and animals.
- Investigate the ways that different living things meet their basic needs for survival by obtaining necessary materials from the environment (correct temperature, amount of water, amount of sunlight and food sources available, etc.).

First Grade

Basic Needs of Living Things (LS)

- Observe living things using energy from their physical environments.

Content Statement

4. Living things survive only in environments that meet their needs.

- Explore how the amount and distribution of the basic needs (animals: food, water, cover and space; plants: room to grow, air, water, temperature range, light, nutrients, and length of growing season) will influence the types of animals and plants that can survive in an area.
- Describe many sources of food and water in an animal's habitat.
- Explain the different reasons that animals need shelter and space.
- Observe how changes in the seasons can affect the availability of different resources which impacts the living things that grow in certain environments.
- Match plants and animals with the environments that they would be found.

Motion and Materials (PS)

Content Statement

5. Properties of objects and materials can change.

- Recognize various types of changes that objects or materials can go through to change observable properties (e.g., heating, tearing, mixing, taking apart, freezing, melting, etc.).
- Observe how properties of a material can change when exposed to different conditions (e.g., heating/cooling changes materials from liquids to solids)
- Recognize that not all materials respond in the same way and not all properties of a material may change under different conditions.
- Investigate the idea that the amount of a liquid or solid stays the same when heated/cooled.
- Experiment with objects to discover how they have specific properties that allow them to work with other parts and carry out a particular function.
- Investigate how something may not work well or at all if a part is missing, broken, worn out, mismatched, or misconnected.

Content Statement

6. Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.

- Describe the position of an object based on its location to another object (e.g., in front, behind, above, below).
- Explore how different objects (ball, pinwheel, kite) can change positions (straight line, circle, back and forth, zigzag).
- Understand that objects near earth fall to the ground unless something hold them up.
- Experiment with a different ways to change the motion and position of different objects by pushing or pulling the objects (applying a force).

First Grade

History

Content Statement & Elaborations

1. Time can be divided into categories (e.g., months of the year, past, present and future).

Name different divisions of time.

Content Statement & Elaborations

2. Photographs, letters, artifacts and books can be used to learn about the past.

Give information and draw conclusions about the past using pictures, letters, artifacts, and books.

Content Statement & Elaborations

3. The way basic human needs are met has changed over time.

Compare the way families met their needs in the past with the way they are met today.

Geography

Content Statement & Elaborations

4. Maps can be used to locate and identify places.

Use a map to locate places in my classroom, school, or neighborhood.

Content Statement & Elaborations

5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).

Compare physical and human characteristics of different places in my neighborhood.

Content Statement & Elaborations

6. Families interact with the physical environment differently in different times and places.

Describe the way families in different places interact with the physical environment.

Compare the way families interacted with the physical environment in the past with the way they interact today.

Content Statement & Elaborations

7. Diverse cultural practices address basic human needs in various ways and may change over time.

Describe how different cultures satisfy basic needs and how this may change over time.

Government

Content Statement & Elaborations

8. Individuals are accountable for their actions.

Demonstrate accountability for my actions.

First Grade

Government – Cont.

Content Statement & Elaborations

9. Collaboration requires group members to respect the rights and opinions of others.

- Work together in a way that shows respect for the rights and opinions of others.

Content Statement & Elaborations

10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

- Explain why there are different rules for different settings.

- Explain why rules need to be fair.

- Explain why rules include consequences for those who break them.

Economics

Content Statement & Elaborations

11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

- Explain how and why people must make choices based on their wants and available resources.

Content Statement & Elaborations

12. People produce and consume goods and services in the community.

- Demonstrate how people make and use goods and services in the community.

Content Statement & Elaborations

13. People trade to obtain goods and services they want.

- Explain why people trade.

Content Statement & Elaborations

14. Currency is used as a means of economic exchange.

- Demonstrate how to use money to make a purchase.

First Grade

Operations & Algebraic Thinking

Cluster

Represent and solve problems involving addition and subtraction.

- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Cluster

Understand and apply properties of operations and the relationship between addition and subtraction.

- Apply properties of operations as strategies to add and subtract.
 - Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (commutative property of addition).
 - To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (associative property of addition).
- Understand subtraction as an unknown-addend problem.
 - For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

Cluster

Add and subtract within 20.

- Relate counting to addition and subtraction
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as
 - counting on, count back;
 - making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$);
 - decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$);
 - using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$);
 - creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Cluster

Work with addition and subtraction equations.

- Understand the meaning of the equal sign
- Determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.*

First Grade

Operations & Algebraic Thinking – Cont.

- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$*

Number & Operations in Base Ten

Cluster

Extend the counting sequence.

- Count to 120, starting at any number less than 120.
- In this range, read and write numerals and represent a number of objects with a written numeral.

Cluster

Understand place value.

- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- a. 10 can be thought of as a bundle of ten ones — called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Cluster

Use place value understanding and properties of operations to add and subtract.

- Add within 100, including/using:
- adding a two-digit number and a one-digit number.
 - adding a two-digit number and a multiple of 10
 - concrete models or drawings and strategies based on place value.
 - properties of operations.
 - the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used
- Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

First Grade

Measurement Data

Cluster

Measure lengths indirectly and by iterating (repeating) length units.

- Order three objects by length;
- Compare the lengths of two objects indirectly by using a third object.
- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;
- Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps

Cluster

Tell and write time.

- Tell and write time in hours and half hours using analog and digital clocks.

Cluster

Represent and interpret data.

- Organize, represent, and interpret data with up to three categories;
- Ask and answer questions about the total number of data points: how many in each category, and how many more or less are in one category than in another.

Geometry

Cluster

Reason with shapes and their attributes.

- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); Build and draw shapes to possess defining attributes.
- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape; compose new shapes from the composite shape.
- Partition circles and rectangles into two and four equal shares
- Describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*
- Describe the whole as two of, or four of the shares
- Understand for these examples that decomposing into more equal shares creates smaller shares.