

First Grade Standards – Third Nine Weeks

Foundational Literacy

Phonics and Word Recognition

- 1.FL.PWR.3-Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- 1.FL.PWR.3c-Know-the final-e and common vowel team conventions for representing long vowel sounds, including r controlled
- 1.FL.PWR.3h-Read grade-level decodable text with purpose and understanding.

Word Composition

- 1.FL.WC.4-Know and apply grade level phonics and word analysis skills when encoding words; write legibly.
- 1.FL.WC.4d- Spell two syllable words that end in –y or –ly, are compounds, or have two closed syllables.

Fluency

- 1.FL.F.5-Read with sufficient accuracy and fluency to support comprehension.
- 1.FL.F.5a-Read grade level text with purpose and understanding.
- 1.FL.F.5b-Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.
- 1.FL.F.5c- Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Sentence Composition

- 1.FL.SC.6-Demonstrate command of the conventions of standard English grammar and usage when speaking conventions of standard English grammar and usage, including capitalization, and punctuation when writing.
- 1.FL.SC.6b- Use singular and plural nouns with correct verbs in basic sentences.
- 1.FL.SC.6e- Use frequently occurring adjectives.
- 1.FL.SC.6l-. Use commas in dates and to separate single words in a series.

Vocabulary Acquisition

- 1.FL.VA.7a- 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.
- 1.FL.VA.7a ii-Use frequently occurring affixes as a clue to the meaning of a word.
- 1.FL.VA.7b-With Guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- 1.FL.VA.7bi-. Sort words into categories of the concepts the categories represent.
- 1.FL.VA.7bii- Define words by category and by one more key attributes.

- 1.FL.VA.7biii-** Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- 1.FL.VA.7b iv-**Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.

READING: LITERATURE

- 1.RL.KID.1-**Ask and answer questions about key details in a text
- 1.RL.KID.2-**Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.KID.3-**Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story, using key details.
- 1.RL.CS.4-**Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.RL.CS.5-**Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- 1.RL.CS.6-** Identify who is telling the story at various points in a text.
- 1.RL.IKI.7-**Either orally or in writing when appropriate use illustrations and words in a text to describe its characters, setting, or events.
- 1.RL.IKI.9-** Compare and contrast the adventures and experiences of characters in stories including details, and illustrations when developmentally appropriate.
- 1.RL.RRTC.10-**With prompting and support, read stories and poems of appropriate complexity for grade 1.

READING: INFORMATIONAL TEXT

- 1.RI.KID.1-**Ask and answer questions about key details in a text.
- 1.RI.KID.2-**Identify the main topic and retell key details of a text.
- 1.RI.KID.3-**Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.CS.4-**Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
- 1.RI.CS.5-**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.
- 1.RI.CS.6-**Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.IKI.7-**Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
- 1.RI.IKI.8-** Identify the reasons an author provides to support points in a text.
- 1.RI.RRTC.10-**With prompting and support, read informational texts appropriately complex for grade 1.

SPEAKING AND LISTENING

- 1.SL.CC.1-**Participate with varied peers and adults in collaborative in small or large groups about appropriate 1st grade topics and texts.
- 1.SL.CC.2-** Ask and answer questions about key details in a read aloud or information presented orally or through other media.
- 1.SL.CC.3-**Ask and answer questions about what a speaker says in order to gather additional information or clarity something that is not understood.
- 1.SL.PKI.4-**Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.SL.PKI.5-**Add drawings or visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- 1.SL.PKI.6.** With prompting and support, speak in complete sentences when appropriate to task and situation.

WRITING

- 1.W.TTP.1-** With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
- 1.W.TTP.2-** With prompting and support, write informative/explanatory texts naming a topic, supplying some facts about the topic, and providing some sense of closure.
- 1.W.TTP.3-**With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.
- 1.W.PDW.4-**With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- 1.W.RBPK.8-**With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.W.RW.10-**With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

Mathematics

Third Nine Weeks

OPERATIONS and ALGEBRAIC THINKING

1.OA.A.1- Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.A.2- Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B.3- Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties).

1.OA.B.4- Understand subtraction as an unknown-addend problem, for example, to solve $10-8+ \underline{\quad}$, a student can use $8+ \underline{\quad} = 10$

1.OA.C.6- Fluently add and subtract within 20 using mental strategies. By the end of the 1st grade, know from memory all sums up to 10.

1.OA.D.8- Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g. $8+?=11$, $5=?-3$, $6+6=?$)

NUMBERS and OPERATIONS in BASE TEN

1.NBT.A.1- Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.

1.NBT.B.3- Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.

1.NBT.C.4- Mentally find 10 more or 10 less than a number to a multiple of ten (within 100), Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.

1.NBT.C.5- Mentally find 10 more or 10 less than a given two-digit number having to count by ones and explain the reasoning used.

1.NBT.C.6- Subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

MEASUREMENT and DATA

1.MD.B.3- Tell and write time in hours and half-hours using analog and digital clocks. (hour & half-hour)

1.MD.B.4- Count the value of a set of like coins less than one dollar using the ¢ symbol only. (pennies, nickels, dimes, and quarters)

1.MD.C.5- 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

1.G.A.3- 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.