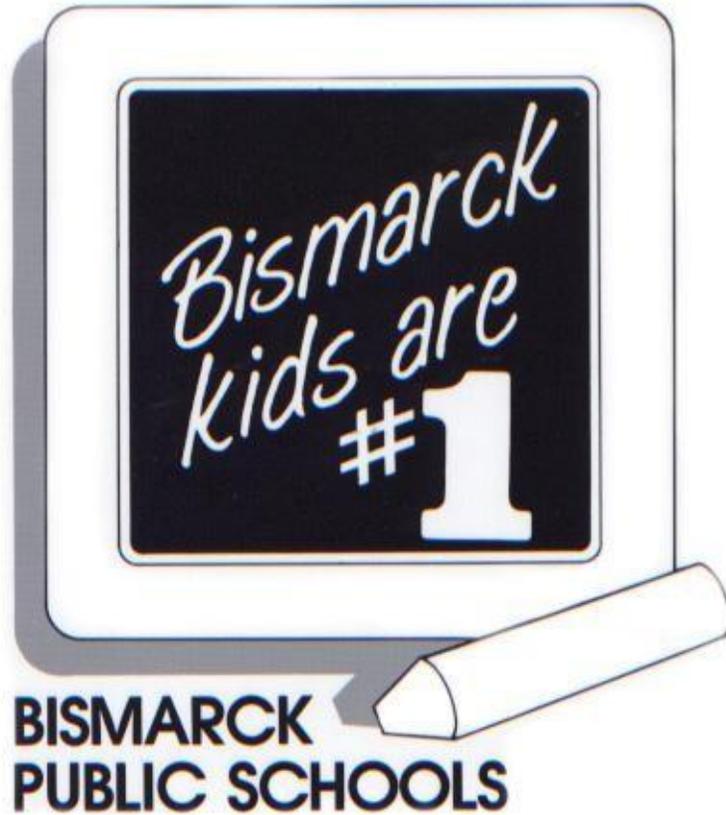


First Grade Curriculum Standards

2014-2015

Standards in **bold** print will appear on the progress report



First Grade – Literacy

Literature (*Goldilocks and the 3 Bears, The Three Little Pigs – stories with a character, setting and plot*)

Ask and answer questions about key details in a text.

Retell stories, including key details

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

Explain major differences between books that tell stories and books that give information

Identify who is telling the story at various points in a text

Use illustrations and details to describe characters, setting or events

With prompting and support, read grade appropriate text for grade 1

Informational Text (*Stories with a topic – Real information on bears or how to grow a flower*)

Ask and answer questions about key details in a text.

Identify the main topic of a text (who or what the text is about)

Describe the connection between two individuals, ideas or other information in a text

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

Know and use various text features (headings, table of content, glossary)

Understand the difference in information provided by pictures and words in a text

Use the illustrations and details to describe the key ideas

Identify the reasons and author gives to support the details in a text

Identify basic similarities and differences between two texts on the same topic

With prompting and support, read informational texts appropriate for grade 1

Foundational Skills

Recognize the features of a sentence (first word, capitalization, ending punctuation)

Distinguish long from short vowel sounds in spoken single-syllable words

Orally produce single-syllable words by blending sounds

Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words

Segment spoken single-syllable words into their complete sequence of individual sounds

Know the spelling-sound correspondences for common consonant digraphs (ch,th,sh,wh)

Decode regularly spelled one-syllable words

Know final –e and common vowel team conventions for representing long vowel sounds

Use knowledge that every syllable must have a vowel sound and determine the number of syllables

Read words with inflectional endings (-ing,-s, -es, -ed)

Decode two-syllable words following basic patterns

Recognize and read grade-appropriate irregularly spelled words

Read text orally with purpose and understanding, using appropriate rate, accuracy and expression

First Grade – Literacy

Writing

Write a narrative in which students recount two or more sequenced events including details, event words (first, next, last) and provide a sense of closure

Write an opinion piece with a reason, introducing a topic and providing a sense of closure to the opinion piece

Write an informational piece that names a topic, gives facts about the topic and provides a sense of closure.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed

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

Participate in shared research and writing projects

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

Language

Print upper and lowercase letters

Use common, proper and possessive nouns (singular and plural) in writing and speaking

Use personal, possessive pronouns (I, me, my, they, them) in writing and speaking

Use verbs in writing and speaking

Use adjectives in writing and speaking

Use frequently occurring conjunctions (and, but, or, so, because) in writing and speaking

Use frequently occurring prepositions (during, beyond, toward) in writing and speaking

Capitalize dates and names of people in a piece of writing

Use end punctuation correctly in a piece of writing

Use commas in dates and to separate single words in a piece of writing

Uses conventional spelling (for words with common spelling patterns and frequently occurring irregular words in a writing)

Spell untaught words phonetically in a piece of writing

Determine or clarify the meaning of unknown or multiple-meaning words based on grade 1 content

With guidance and support from adults demonstrate understanding of word relationships

Use words and phrases acquired through conversations, being read to, using frequently occurring conjunctions (*because*)

Speaking and Listening

Follows agreed-upon rules for discussions

Continue a conversation through multiple exchanges

Asks questions to clear up confusion about topics or texts

Asks and answers questions about key details in a text read aloud or information presented orally

Ask and answer questions about what a speaker says in order to gather information or clarity

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

Add drawings or other visual displays when appropriate to clarify ideas, thoughts and feelings Produce complete sentences when appropriate

First Grade – Math

Operations & Algebra

Use addition and subtraction within 20 to solve word problems involving situations.

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

Apply properties of operations as strategies to add and subtract.

Understand subtraction as an unknown-addend problem.

Relate counting to addition and subtraction.

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Know addition and subtraction facts to 10 within 3-5 seconds.

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

Numbers Base Ten

Count to 120, starting at any number less than 120.

Understand that the two digits of a two-digit number represent amounts of tens and ones.

Compare two two-digit numbers based on meanings of the tens and ones digits, using the symbols $>$, $=$, and $<$.

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.

Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.

Measure and Data

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 end to end.

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

Organize, represent, and interpret data with up to three categories.

Money - identify coin values

Geometry

Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size).

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 cylinders) to create a 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.

First Grade – Health

Compare the diverse patterns of growth (e.g., body size-short/tall, overweight/underweight, baby teeth/permanent teeth) and development among individuals

Explain how to care for the major body parts (e.g., heart, lung, muscles, eyes, and ears)I can locate the basic parts of the body.

Explain how healthy behaviors impact personal, emotional, social, and physical health (e.g., following new food pyramid guidelines – better nutrition and healthy weight, physical activity-more energy, sleep-energy and attention span, hygiene-self-esteem)

Identify safe behaviors in a range of situations (e.g., fire-stop, drop, and roll, water-life jacket, bike-helmet, good touch/bad touch, technology-use computer with parent supervision)

Identify symptoms of common illnesses/conditions (e.g., cold, flu, diabetes, asthma, allergies)

Explain the importance of regular health check-ups (e.g., dental-healthy teeth and gums, vision-glasses/no glasses, hearing-ability to receive information, speech-communicate effectively, wellness checks-maintenance of healthy body)

Describe safe behaviors one can use to reduce the risk of injury (e.g., wearing seat belts, using protective equipment such as helmets, obeying pedestrian rules, checking traffic before crossing a road, calling 911, fire safety-stop, drop and roll)

Identify the roles of family and community in keeping the environment clean and healthy (e.g., participation in a community recycling project, adopt a highway, second hand smoke)

Describe healthy ways to share feelings and emotions (e.g., happy-laughing, happy-crying, happy-smiling, sad-quiet, sad-crying, sad-mad)

Describe characteristics (e.g., being helpful to a family in need, sharing) needed to be a responsible friend and family member

Identify ways to avoid threatening situations (e.g., avoid certain places, don't go alone, walk away)

Set a short-term personal health goal (e.g., daily physical activity, watching less television, eating healthy foods) and describe a plan to achieve it

Describe situations for which it is appropriate to seek assistance in making health and safety-related decisions (e.g., going to school personnel in dealing with a school bully)

Explain from whom (e.g., doctors, nurses, firefighters, police, school counselors, school nurses) and where (e.g., nurse's office, counselor's office, fire station) to seek health-related assistance at school and in the community

Identify ways to encourage peers in making positive healthy choices (e.g., food choices, safety practices, saying no to harmful substances, participation in physical activity)

First Grade – Science

Identify objects that are made of parts (dolls, human body, plants).

Describe different ways that things can change (size, mass, color, movement).

Record and describe observations with pictures, numbers, or words.

Identify observable properties (size, weight, shape, color, movement).

Identify plants and animals that closely resemble their parents and one another.

Identify characteristics of living things (grow, change, die over time).

Identify different physical properties (size, shape, texture) of earth materials (rocks, sand, water).

Identify personal care practices that contribute to a healthy life.

Describe ways that humans influence their environment (littering, recycling, car-pooling).

First Grade – Social Studies

Identify basic components of maps and globes (cardinal directions, map key, symbols).

Differentiate between wants and needs.

Apply good citizenship in the school environment.

Explain the purpose for rules in home, school, and community.

Identify Earth's geographical landforms

First Grade – Physical Education

Demonstrate galloping and hopping

Demonstrate the underhand throw

Identify the health benefits of regular physical activity

Identify activities that develop flexibility

Apply rules and procedures in class

Identify examples of respect for self and others

First Grade – Music

Uses singing voice appropriately (pitch and in rhythm).

Perform independently on an instrument.

Creates music (including improvising).

Read simple rhythms in basic meters

Read simple pitch notation

First Grade – Art

Know the different techniques used to create visual art

Use visual art materials and tools in a safe and responsible manner

Know the differences between visual art structures and functions

Know various purposes for creating works of art

