

First Grade- Quarter 3 Standards

English-Language Arts

Reading

Key Ideas and Details

RL 1.1- Ask and answer questions about key details (literary texts).

RI 1.3-Describe and connect two pieces of information (informational texts).

Craft and Structure

RL 1.4- Identify words or phrases that suggest feelings (literary texts).

RL 1.5- Explain differences between stories and books that give information.

RI 1.5-Know and use text features to locate information.

Integration of Knowledge and Ideas

RL 1.9-Compare and contrast experiences and adventures of characters.

RI 1.8-Identify the reasons an author gives to support points in a text.

RI 1.9-Identify basic similarities and differences between two texts.

Range of Reading and Level of Text Complexity

RL 1.10- With support, read first-grade appropriate prose and poetry.

Foundational Skills

RF 1.3d, e, g-Know and apply grade level phonics to decode two syllable words, read and recognize irregularly spelled grade-level words.

RF 1.4a-Read with sufficient accuracy and fluency to support comprehension

Writing

Text Types and Purposes

W.1.2- Write informative/explanatory texts that explore a topic with details.

W 1.3-Write narratives with two or more events and details.

Production and Distribution of Writing

W1.5- With guidance, focus on a topic, respond to suggestions, and add details.

W1.6-With guidance, use a variety of digital tools to produce writing.

Research to Build and Present Knowledge

W 1.7-Participate in shared research and writing projects.

W 1.8-With guidance, recall upon experiences to answer questions.

Language

L 1.1 b- Use common, proper, and possessive nouns.

L 1.1 c-Use singular and plural nouns with matching verbs.

L 1.1 g- Use frequently occurring conjunctions.

L 1.1 i- Use frequently occurring prepositions.

L 1.1 j- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L 1.2 a- Capitalize dates and names of people.

L 1.2 c- Use commas in dates and to separate single words in a series.

L 1.2 d- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L 1.5 c- Identify real-life connections between words and their use.

L 1.5 d- Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scow*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

Speaking and Listening

SL 1.1 b, c- 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.

SL 1.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL 1.5- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Math

Shapes

1.G.1- 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.

1.G.2- 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, and compose new shapes from the composite shape.

Fluency/Accuracy for Addition and Subtraction

1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; 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 $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Equality

1.OA.1- 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.

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

1.OA.8- 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.

Addition and Subtraction

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1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; 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 $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.8- 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.*

1.NBT.5- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6- 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.