First Grade- Quarter 4 Standards

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| English-Language Arts |
| Reading |
| Key Ideas and Details |
| RL 1.2- Retell stories, including key details and demonstrate understanding of their central message or lesson. |
| RL 1.3-Describe and connect two pieces of information (informational texts).  |
| **RI 1.2-Identify the main topic and retell key details.** |
| RI 1.3-Describe the connection between two individuals, events, ideas or pieces of information in a text. |
| Craft and Structure |
| RL 1.5-Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. |
| **RL 1.6- Identify who is telling the story at various points in a text.** |
| Integration of Knowledge and Ideas |
| RL 1.9-Compare and contrast experiences and adventures of characters.  |
| **RI 1.7-Use illustrations and details in a text to describe the key ideas.** |
| Range of Reading and Level of Text Complexity |
| **RL 1.10- With support, read first-grade appropriate prose and poetry.** **RI 1.10-With prompting and support, read informational texts appropriately complex for grade 1.** |
| Foundational Skills |
| RF 1.4a-Read on level text with purpose and understanding. |
| **RF 1.4b – Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.** |
| **RF 1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary**. |
| Writing |
| Text Types and Purposes |
| **W 1.1-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.** |
| **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.  |
| Language |
| L 1.1 h-Use determiners (e.g. articles, demonstratives) |
| **L 1.1 j- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts**. |
| **L 1.2 d- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.** |
| L 1.4b- Use the most frequently occurring inflections and affixes (e.g. –ed, -s, -re, -un, -pre, -ful, -less) as a clue to the meaning of an unknown word. |
| L 1.6- 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) |
| Speaking and Listening |
| SL 1.4-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL 1.5- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| SL 1.6-Produce complete sentences when appropriate to task and solution. |

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| Math |
| 2-Digit-Addition  |
| 1.NBT.4- 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, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. |
| Nonstandard Measurement |
| 1.MD.1-Order three objects by length; compare the lengths of two objects indirectly by using a third object. |
| 1.MD.2-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.*  |
| Partitioning Shapes |
| 1.G.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. |
| Data |
| 1.MD.4-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. |