Standards by Grade Level

First Grade

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Purpose

The *Standards by Grade Level for First Grade* is a compilation of all learning standards for first grade. This document does not take the place of Ohio's Learning Standards and Model Curricula. The Department of Education designed this tool to view the standards by grade level instead of content area. Every student should receive instruction aligned to the learning standards.

Guiding Principle

Prioritizing student learning
Continue to value and use **Ohio's Learning Standards** as the basis for guiding instruction and student acquisition of knowledge and skills. Ensure opportunities for students to master **core subject areas** and pursue **well-rounded learning** (such as fine arts, technology, computer science and world languages and cultures).

Standards

COMPUTER SCIENCE	
Instructional Supports: Ohio's Learning Standards for Computer Science Computer Science Model Curriculum	
Code	**Standard**
Computing Systems	
Topic 1: Devices	
CS.D.1.a	Operate commonly used devices and their components to perform a variety of tasks.
Topic 2: Hardware and software	
CS.HS.1.a	With guidance, describe and use hardware and software necessary for accomplishing a task.
Topic 3: Troubleshooting	
CS.T.1.a	With guidance, use problem solving strategies to troubleshoot a problem.

COMPUTER SCIENCE	
Networks and the Internet	
Topic 1: Networking	
NI.N.1.a	Create a list of ways information can be shared electronically to gain a deeper understanding of how information is transmitted (e.g., email, social media).
NI.N.1.b	Recognize that computing devices can be connected to retrieve information from the global community.
Topic 2: Cybersecurity	
NI.C.1.a	Identify and use secure practices (e.g., passwords) to protect private information.
Data and Analysis	
Topic 1: Data collection and storage	
DA.DCS.1.a	With guidance, collect and organize data to retrieve for later use.
DA.DCS.1.b	With guidance, demonstrate how data can be collected and stored in a variety of ways.
Topic 2: Visualization and communication	
DA.VC.1.a	Organize and present data in various formats to make observations.
Topic 3: Inference and modeling	
DA.IM.1.a	Create and explain a model of an object or process that includes patterns and key elements.
Algorithmic Thinking and Programming	
Topic 1: Algorithms	
ATP.A.1.a	With guidance, model a real-world process by constructing and following step-by-step directions (i.e., algorithms) to complete tasks.
Topic 2: Variables and data representation	
ATP.VDR.1.a	Categorize a group of items (e.g., numbers, symbols or pictures) based on the attributes or actions of each item, with or without a computing device.

COMPUTER SCIENCE	
Topic 3: Control structures	
ATP.CS.1.a	With guidance, model a sequence of instructions (i.e., program) that includes repetition (i.e., loops) to solve a problem or express ideas.
Topic 4: Modularity	
ATP.M.1.a	With guidance, break down (i.e., decompose) a series of steps and separate the necessary from the unnecessary steps to create a precise sequence of instructions to solve a problem or express an idea.
Topic 4: Program development	
ATP.PD.1.a	With guidance, plan and create an artifact to illustrate thoughts, ideas and problems in a sequential (step -by -step) manner (e.g., story map, storyboard, sequential graphic organizer).
ATP.PD.1.b	With guidance, identify and fix (i.e., debug) a multi -step process that includes sequencing.
Impacts of Computing	
Topic 1: Culture	
IC.Cu.1.a	Discuss different technologies and their impact on everyday life.
IC.Cu.1.b	Identify how people use and are impacted by many types of technologies in their daily work and personal lives.
Topic 2: Social interactions	
IC.SI.1.a	With guidance, describe safe and responsible behaviors for the use of information and technology.
Topic 3: Safety, law and ethics	
IC.SLE.1.a	With guidance, discuss appropriate and ethical uses of technology to guide informed decision.

ENGLISH LANGUAGE ARTS	
Instructional Supports: Ohio's Learning Standards for English Language Arts English Language Arts Model Curriculum with Instructional Supports	
Code	**Standard**
Reading Standards for Literature	
Key Ideas and details	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Analyze literary text development. a. Demonstrate understanding of the lesson. b. Retell stories, including key details.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
Craft and structure	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6	Identify who is telling the story at various points in a text.
Integration of knowledge or ideas	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.8	(Not applicable to literature.)
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
Range of reading and level of text complexity	
RL.1. 10	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

ENGLISH LANGUAGE ARTS	
Reading Standards for Information Text	
Key ideas and details	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Analyze informational text development. a. Identify the main topic. b. Retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and structure	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	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.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of knowledge and ideas	
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of reading and level of text complexity	
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
Reading Standards for Foundational Skills	
Print concepts	
RF.1.1	Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

ENGLISH LANGUAGE ARTS	
Phonological awareness	
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual phonemes.
Phonics and word recognition	
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. 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.
Fluency	
RF.1.4	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 on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards	
Text type and purposes	
W.1.1	Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.
W1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
W1.3	Write narratives to 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.

ENGLISH LANGUAGE ARTS	
Production and distribution of writing	
W.1.4	(Begins in grade 3.)
W.1.5	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.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to build and present knowledge	
W.1.7	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).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.9	(Begins in grade 4.)
Range of writing	
W.1.10	W.1.10 (Begins in grade 3.)
Speaking and Listening Standards	
Comprehension and collaboration	
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. a. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).
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.

ENGLISH LANGUAGE ARTS	
Presentation of knowledge and ideas	
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 situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
Language Standards	
Conventions of standard English	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. 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). f. Use frequently occurring adjectives. g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2	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.
Knowledge of language	
L.1.3	(Begins in grade 2.)

FINANCIAL LITERACY	
Instructional Supports: Ohio's Learning Standards for Financial Literacy in Elementary Grades Financial Literacy Model Curriculum	
Code	**Standard**
Financial responsibility and decision making	
1	Choices can be made with your money. Choices include spending, saving and donating. Money can also be saved in financial institutions.
2	Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.
3	People may receive money as gifts, allowance or income. People earn income by working.
Planning and money management	
4	Financial responsibility includes the development of a spending and savings plan (personal budget).
Informed consumer	
5	An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.
Credit and debt	
6	Recognize that money is needed to purchase goods and services.
7	Borrowing includes at least two people who agree to a transaction. There are responsibilities with borrowing.
Risk management and insurance	
8	Individuals must protect their identity, money and property.

FINE ARTS: DANCE	
Instructional Supports: Ohio's 2012 Learning Standards for Dance Kindergarten – Grade 2 Dance Model Curriculum Fine Arts Instructional Strategies	
Code	**Standard**
Perceiving / Knowing (PE)	
1PE	Recognize and use descriptive language when engaging in conversations about their dance experiences.
2PE	Recognize the similarities and differences between dance forms.
3PE	Observe a culturally representative dance and describe the visual, kinetic and expressive elements.
4PE	Explore ways to use their imaginations when engaged in dance-making.
5PE	Recognize and talk about how dancing can build coordination and memory.
6PE	Describe what a choreographer does and find examples of dances by choreographers in their school or community.
7PE	Describe different ways that movements shaped into dance depict feelings and emotions.
Producing / Performing (PR)	
1PR	Demonstrate basic locomotor and non-locomotor movement patterns using changes in time, space, body shape and movement quality to construct and express personal meaning.
2PR	Create and perform a memorized movement sequence with a clear beginning, middle and end.
3PR	Play creatively with rhythm games.
4PR	Cooperate with others to make decisions during a dance activity.
5PR	Learn developmentally appropriate cultural dances.
6PR	Explore movement to create images using words, sound and music.
7PR	Explore and use a range of subject matter to create original dance improvisations and dances.

FINE ARTS: DANCE	
Responding (RE)	
1RE	Assess their own learning in dance and express ways to improve it.
2RE	Share their dance-making processes with one another.
3RE	Demonstrate and discuss how to respond to dance as an audience member.
4RE	Demonstrate responsibility and social skills when collaborating with peers.
5RE	Share their ideas about dances they observe and tell what they think the work was about.
6RE	Discuss how dance can help people communicate.
7RE	Recognize and discuss why dance is a healthy activity.

FINE ARTS: DRAMA	
Instructional Supports: Ohio's 2012 Learning Standards for Dance Kindergarten – Grade 2 Dance Model Curriculum Fine Arts Instructional Strategies	
Code	**Standard**
Creating (CE)	
1CE	Retell the beginning, middle and ending of stories in proper sequence.
2CE	Identify the characters, time, place and major events in stories.
3CE	Use vivid language to describe the setting of real or imaginary locations.
4CE	Use appropriate dramatic and theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences.
5CE	Demonstrate audience behavior appropriate for the forms and styles of theatre (e.g. live theatre, film, television, film and media).
6CE	Identify how audience behavior differs among dramatic forms (e.g., live theatre, film, video and broadcast media.)

FINE ARTS: DRAMA	
Producing / Performing (PR)	
1PR	Retell or dramatize stories, myths and fairy tales from various time periods and cultures.
2PR	Create, write and tell stories based on personal experience.
3PR	Demonstrate various movements, voices and feelings by performing a variety of familiar roles.
4PR	Dramatize and improvise familiar stories from classroom literature or life experiences with a plot and beginning, middle and end.
5PR	Arrange classroom objects to represent a suitable environment for dramatic and theatrical activities (e.g., arrange classroom furniture into a theatre space, use resources to add lighting or sound to create mood, and choose characters' clothing).
6PR	Work cooperatively to present a tableau, improvisation or pantomime.
Responding (RE)	
1RE	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.
2RE	Recognize that there are a variety of points of view and interpretations of stories.
3RE	Compare and contrast the elements (e.g., plot, character, setting) of various stories and dramatic texts.
4RE	Describe the consequences of a character's decisions and actions in a story or play.
5RE	Describe characters in stories and tell how they are similar to or different from themselves.
6RE	Use feedback to improve their dramatic works.
7RE	Demonstrate confidence and self-direction when engaging in dramatic play.

FINE ARTS: MUSIC	
Instructional Supports: Ohio's 2012 Learning Standards for Dance Kindergarten – Grade 2 Dance Model Curriculum Fine Arts Instructional Strategies	
Code	**Standard**
Creating (CE)	
1CE	Identify echo and call/response.
2CE	Explore steady beat, rhythm and meter.
3CE	Listen to and identify music of various and contrasting styles, composers, periods and cultures.
4CE	Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
5CE	Explore selected musical instruments aurally and visually.
6CE	Attend live music performances with emphasis on concert etiquette.
Producing / Performing (PR)	
1PR	Demonstrate echo and call/response.
2PR	Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
3PR	Read, write and perform using eighth notes, quarter notes and quarter rests.
4PR	Improvise new lyrics to known songs and experiment with digital technology.
5PR	Read, write and perform (e.g., la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).
6PR	Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
7PR	Demonstrate audience behavior appropriate for the context and style of music performed.

FINE ARTS: MUSIC	
Responding (RE)	
1RE	Recognize how music is used for a variety of occasions.
2RE	Describe how music communicates feelings, moods, images and meaning.
3RE	Communicate a response to music using dance, drama or visual art.
4RE	Connect concepts shared between music, other art forms and other curricular subjects.
5RE	Form and express personal opinions about a musical performance and show respect for the opinions of others.
6RE	Describe the challenges of individual and group music performance using music vocabulary.
7RE	Discuss audience behavior appropriate for the context and style of music performed.

FINE ARTS: VISUAL ARTS	
Instructional Supports: Ohio's 2012 Learning Standards for Dance Kindergarten – Grade 2 Dance Model Curriculum Fine Arts Instructional Strategies	
Code	**Standard**
Perceiving / Knowing (PE)	
1PE	Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.
2PE	Explore and describe how a selected art object was made.
3PE	Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.
4PE	Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.
5PE	Identify and discuss what an artist does and find examples of works by artists in their schools and communities.
6PE	Generate artmaking ideas from their daily experiences and the environment.

FINE ARTS: VISUAL ARTS	
Producing / Performing (PR)	
1PR	Demonstrate beginning skill and craftsmanship in the use of art materials and tools.
2PR	Invent imagery and symbols to express thoughts and feelings.
3PR	Explore and use a range of subject matter to create original works of art.
4PR	Create an artwork based on observation of familiar objects and scenes.
5PR	Use selected art and design elements and principles to explore ideas, feelings and relationships.
6PR	Engage in artmaking to produce a work that combines music, movement or dramatic play with visual art.
Responding (RE)	
1RE	Recognize and point out the strengths in their artworks and how the work could be improved.
2RE	Revise works of art to a level of personal satisfaction.
3RE	Share their artmaking processes with peers.
4RE	Explain how personal interests and experiences are reflected in the subject matter of artworks.
5RE	Discuss the meanings of visual symbols, images and icons observed in artworks.
6RE	Select an art object and describe its personal, functional or decorative purpose.
7RE	Describe how elements and principles communicate meaning in works of art.
8RE	Express and share their own responses to works of art and consider the responses of others.

MATHEMATICS	
Instructional Supports: Ohio's Learning Standards for Grade 1 Mathematics Ohio's Kindergarten – Grade 8 Learning Progressions Grade 1 Mathematics Model Curriculum	
Code	**Standard**
Standards for Mathematical Practice	
MP.1	**Make sense of problems and persevere in solving them.**
In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches.	
MP.2	**Reason abstractly and quantitatively.**
Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. In first grade students make sense of quantities and relationships while solving tasks. They represent situations by decontextualizing tasks into numbers and symbols. For example, "There are 60 children on the playground and some children go line up. If there are 20 children still playing, how many children lined up?" Students translate the situation into the equation: 60 – 20 = ☐ and then solve the task. Students also contextualize situations during the problem-solving process. For example, students refer to the context of the task to determine they need to subtract 20 from 60 because the total number of children on the playground is the total number less the 20 that are still playing. Students might also reason about ways to partition two-dimensional geometric figures into halves and fourths.	
MP.3	**Construct viable arguments and critique the reasoning of others.**
First graders construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also practice their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?", "Explain your thinking.", and "Why is that true?" They not only explain their own thinking, but listen to others' explanations. They decide if the explanations make sense and ask questions. For example, "There are 15 books on the shelf. If you take some books off the shelf and there are now 7 left, how many books did you take off the shelf?" Students might use a variety of strategies to solve the task and then share and discuss their problem-solving strategies with their classmates.	

MATHEMATICS	
MP.4	**Model with mathematics.**
In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. First grade students model real-life mathematical situations with a number sentence or an equation and check to make sure equations accurately match the problem context. Students use concrete models and pictorial representations while solving tasks and also write an equation to model problem situations. For example, to solve the problem, “There are 11 bananas on the counter. If you eat 4 bananas, how many are left?” students could write the equation 11 − 4 = 7. Students also create a story context for an equation such as 13 − 7 = 6.	
MP.5	**Use appropriate tools strategically.**
In first grade, students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders decide it might be best to use colored chips to model an addition problem. In first grade students use tools such as counters, place value (base ten) blocks, hundreds number boards, number lines, concrete geometric shapes (e.g., pattern blocks, 3-dimensional solids), and virtual representations to support conceptual understanding and mathematical thinking. Students determine which tools are the most appropriate to use. For example, when solving 12 + 8 = ☐, students explain why place value blocks are more appropriate than counters.	
MP.6	**Attend to precision.**
As young children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. In grade one, students use precise communication, calculation, and measurement skills. Students are able to describe their solutions strategies to mathematical tasks using grade-level appropriate vocabulary, precise explanations, and mathematical reasoning. When students measure objects iteratively (repetitively), they check to make sure there are no gaps or overlaps. Students regularly check their work to ensure the accuracy and reasonableness of solutions.	
MP.7	**Look for and make use of structure.**
First graders begin to discern a pattern or structure. For instance, if students recognize 12 + 3 = 15, then they also know 3 + 12 = 15. (Commutative property of addition.) To add 4 + 6 + 4, the first two numbers can be added to make a ten, so 4 + 6 + 4 = 10 + 4 = 14. While solving addition problems, students begin to recognize the commutative property, for example 7 + 4 = 11, and 4 + 7 = 11. While decomposing two-digit numbers, students realize that any two-digit number can be broken up into tens and ones, e.g. 35 = 30 + 5, 76 = 70 + 6. Grade one students make use of structure when they work with subtraction as a missing addend problem, such as 13 − 7 = ☐ can be written as 7 + ☐ = 13 and can be thought of as how much more do I need to add to 7 to get to 13?	

MATHEMATICS	
MP.8	**Look for and express regularity in repeated reasoning.**
Grade one students begin to look for regularity in problem structures when solving mathematical tasks. For example, students add three one-digit numbers by using strategies such as “make a ten” or doubles. Students recognize when and how to use strategies to solve similar problems. For example, when evaluating 8 + 7 + 2, a student may say, “I know that 8 and 2 equals 10, then I add 7 to get to 17. It helps if I can make a 10 out of two numbers when I start.” Students use repeated reasoning while solving a task with multiple correct answers. For example, solve the problem, “There are 12 crayons in the box. Some are red and some are blue. How many of each could there be?” Students use repeated reasoning to find pairs of numbers that add up to 12 (e.g., the 12 crayons could include 6 of each color (6 + 6 = 12), 7 of one color and 5 of another (7 + 5 = 12), etc.)	
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
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. See Table 1, page 16
1.OA.2	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. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.3	Apply properties of operations as strategies to add and subtract. *For example, 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).* Students need not use formal terms for these properties.
1.OA.4	Understand subtraction as an unknown-addend problem. *For example, subtract 10 − 8 by finding the number that makes 10 when added to 8.*
Add and subtract within 20	
1.OA.5	Relate counting to addition and subtraction, e.g., by counting on[G] 2 to add 2.
1.OA.6	Add and subtract within 20, demonstrating fluency[G] with various strategies for addition and subtraction within 10. Strategies may include 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.

MATHEMATICS	
Work with addition and subtraction equations.	
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 = ☐.*
Numbers and Operations in Base Ten	
Extend the counting sequence.	
1.NBT.1	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.
Understand place value.	
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten;” the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones; and 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).
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
Use place value understanding and properties of operations to add and subtract.	
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; record the strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. Understand that when adding two-digit numbers, tens are added to tens; ones are added to ones; and sometimes it is necessary to compose a ten.
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.

MATHEMATICS	
Measurement and Data	
Measure lengths indirectly and by iterating length units.	
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.*
Work with time and money.	
1.MD.3	Work with time and money. a. Tell and write time in hours and half-hours using analog and digital clocks. b. Identify pennies and dimes by name and value.
Represent and interpret 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.
Geometry	
Reason with shapes and their attributes.	
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 that 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. Students do not need to learn formal names such as "right rectangular prism."
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 in real-world contexts. Understand for these examples that decomposing into more equal shares creates smaller shares.

PHYSICAL EDUCATION	
Instructional Supports: Ohio's Learning Standards for Physical Education	
Code	**Standard**
Standard 1	**Demonstrates competency in a variety of motor skills and movement patterns.**
Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.	
Locomotor Skills	
1	Demonstrate walk, run and slide locomotor skills using critical elements.
2	Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.
Non-locomotor skills	
3	Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.
4	Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box).
5	Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder).
6	Move to a rhythmic beat or pattern.
Benchmark B: Demonstrate developing control of fundamental manipulative skills.	
Manipulative skills	
1	Throw using variations in time/force.
2	Catch a self-tossed object with hands or an implement.
3	Strike an object (e.g., ball, balloon) using different body parts.
4	Kick a ball for force using a backswing with the kicking leg and stepping next to the ball without hesitating or stopping prior to kick.
5	Dribble an object with hands and feet in a stable environment through self and general space.

PHYSICAL EDUCATION	
6	Roll a ball to a specified target.
Standard 2	**Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**
Benchmark A: Demonstrate knowledge of movement concepts related to body, space, effort and relationships.	
Movement concepts	
1	Describe movement vocabulary terms in body, space, effort and relationships.
2	Demonstrate an understanding of relationships (e.g., lead, follow, over, under) in a variety of physical activities.
3	Apply different degrees of force, speed and direction when directed by the teacher.
4	Apply concepts of self and general space to accomplish movement tasks.
Benchmark B: Demonstrate knowledge of critical elements of fundamental motor skills.	
Knowledge of critical elements	
1	Differentiate among non-locomotor and manipulative skills.
2	Repeat cue words for fundamental motor skills.
Standard 3	**Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**
Benchmark A: Describes current level of physical activity and identifies additional physical activity opportunities.	
Physical activity knowledge	
1	Identify opportunities for physical activity during the school day.
Evaluate level of physical activity	
2	Track the amount of physical activity within the school day.
Healthy habits in relation to physical activity	
3	Track the amount of physical activity within the school day.

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Benchmark B: Understand the principles, components and practices of health-related physical fitness.	
Cardio	
1	Identify activities that align with each component of health-related fitness.
2	Identify the heart as a muscle that grows stronger with exercise and physical activity.
Muscular strength and endurance	
3	Identify ways to strengthen muscles.
Flexibility	
4	Identify ways to stretch muscles in the upper and lower body.
Standard 4	**Exhibits responsible personal and social behavior that respects self and others.**
Benchmark A: Know and follow procedures and safe practices.	
Self-direction	
1	Respond positively to reminders of appropriate safety procedures.
Safety	
2	Follow directions and handle equipment safely.
3	Work independently and complete activities.
4	Explain rules related to safety and activity-specific procedures.
Benchmark B: Responsible behavior in physical activity settings.	
Cooperation	
1	Follow instructions and class procedures while participating in physical education activities.
2	Describe examples of cooperation and sharing in a variety of physical activities.

PHYSICAL EDUCATION	
Respect	
3	Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.
Standard 5	**Recognizes the Value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**
Benchmark A: Identifies health benefits as reasons to value physical activity.	
Health reasons to be physically active	
1	Recognize more physical activity leads to additional health benefits.
Benchmark B: Identifies reasons to participate in physical activity.	
Enjoyment	
1	Identify why a physical activity is fun.

SCIENCE	
Instructional Supports: Ohio's Learning Standards and Model Curriculum for Science Science Resources	
Code	**Standard**
Earth science	
1.ESS.1	The sun is the principal source of energy.
1.ESS.2	Water on Earth is present in many forms.
Physical science	
1.PS.1	Properties of objects and materials can change.
1.PS.2	Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.
Life science	
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.
1.LS.2	Living things survive only in environments that meet their needs.

SOCIAL STUDIES	
Instructional Supports: Ohio's Learning Standards for Social Studies Grade 1 Social Studies Model Curriculum	
Code	**Standard**
History Strand	
Historical thinking and skills	
1	Time can be divided into categories (e.g., months of the year, past, present and future).
2	Photographs, letters, artifacts and books can be used to learn about the past.
Heritage	
3	The ways basic human needs are met have changed over time.
Geography Strand	
Spatial thinking and skills	
4	Maps can be used to locate and identify places.
Places and regions	
5	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).
Human systems	
6	Families interact with the physical environment differently in different times and places.
7	Diverse cultural practices address basic human needs in various ways and may change over time.
Government Strand	
Civic participation and skills	
8	Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.

SOCIAL STUDIES	
9	Collaboration requires group members to respect the rights and opinions of others.
Rules and laws	
10	Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.
Economics Strand	
Scarcity	
11	Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.
Production and consumption	
12	People produce and consume goods and services in the community.
Markets	
13	People trade to obtain goods and services they want.
Financial literacy	
14	Currency is used as a means of economic exchange.

TECHNOLOGY	
Instructional Supports: Ohio's Learning Standards for Technology Technology resources	
Code	**Standard**
Information and Communications Technology	
Topic 1: Identify and use appropriate digital learning tools and resources to accomplish a defined task.	
K-2.ICT.1.a.	Develop basic skills for using digital learning tools and resources to accomplish a defined task.
K-2.ICT.1.b.	With guidance, identify a goal and determine how digital learning tools can help accomplish that goal.
Topic 2: Use digital learning tools and resources to locate, evaluate and use information.	
K-2.ICT.2.a.	Develop basic skills for locating information using digital learning tools and resources.
K-2.ICT.2.b.	Identify main ideas and details in information found with digital learning tools and resources.
Topic 3: Use digital learning tools and resources to construct knowledge.	
K-2.ICT.3.a.	Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.
K-2.ICT.3.b.	Use visuals found in digital learning tools and resources to clarify and add to knowledge.
K-2.ICT.3.c.	Collect, record and organize observations and data during student explorations using digital learning tools and resources.
K-2.ICT.3.d.	With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.
Topic 4: Use digital learning tools and resources to communicate and disseminate information to multiple audiences.	
K-2.ICT.4.a.	With guidance, discuss and identify communication needs considering the task, situation and information to be shared.
K-2.ICT.4.b.	With guidance, use digital learning tools to add audio and/or visual media to clarify information.
K-2.ICT.4.c.	With guidance, select appropriate digital learning tools and resources to produce and publish information.

TECHNOLOGY	
Society and Technology	
Topic 1: Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.	
K-2.ST.1.a.	Demonstrate appropriate and identify inappropriate uses of technology required to be a responsible user.
K-2.ST.1.b.	Identify positive and negative impacts one's use of technology can have on oneself and one's family.
Topic 2: Analyze the impact of communication and collaboration in both digital and physical environments.	
K-2.ST.2.a.	Communicate and collaborate using several digital methods.
K-2.ST.2.b.	Identify positive and negative ways of collaborating in digital and physical environments.
K-2.ST.2.c.	Investigate how technology does (or does not) impact the way(s) one's family communicates.
Topic 3: Explain how technology, society and the individual impact one another.	
K-2.ST.3.a.	State the advantages and disadvantages of technology in one's life.
K-2.ST.3.b.	Identify examples of how technology innovations/inventions can have multiple applications.
K-2.ST.3.c.	Identify how the use of technology affects self and others in various ways.
K-2.ST.3.d.	Define and discuss digital identity and digital footprints.
K-2.ST.3.e.	Provide examples of how rules for respecting others' belongings apply to digital content and information.
Design and Technology	
Topic 1: Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.	
K-2.DT.1.a.	Identify and discuss differences between the human-designed world and the natural world.
K-2.DT.1.b.	Describe technology as something someone made to meet a want or need.
K-2.DT.1.c.	Explain that systems have parts or components that work together to accomplish a goal.
K-2.DT.1.d.	Give examples of how resources such as tools and materials are things that help people get a job done.

TECHNOLOGY	
Topic 2: Identify a problem and use an engineering design process to solve the problem.	
K-2.DT.2.a.	Observe and describe details of an object's design.
K-2.DT.2.b.	Demonstrate the ability to follow a simple design process: identify a problem, think about ways to solve the problem, develop possible solutions, and share and evaluate solutions with others.
K-2.DT.2.c.	Explain that a design process is a plan to find solutions to problems.
K-2.DT.2.d.	Demonstrate that there are many possible solutions to a design problem.
K-2.DT.2.e.	Communicate design plans and solutions using drawings and descriptive language.
Topic 3: Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding and systems thinking.	
K-2.DT.3.a.	Describe how different technologies are used in various fields.
K-2.DT.3.b.	Work as a team to identify possible problems to solve and their potential technological solutions.
Topic 4: Evaluate designs using functional, aesthetic and creative elements.	
K-2.DT.4.a.	Identify and discuss the use of aesthetics in everyday objects.
K-2.DT.4.b.	Identify and discuss functional aspects of everyday objects.
K-2.DT.4.c.	Identify and discuss examples of creativity found in everyday objects.
K-2.DT.4.d.	Discuss and give examples of how changes in design can be used to strengthen or improve a product.

WORLD LANGUAGES AND CULTURES

Instructional Supports:
Ohio's Learning Standards for World Languages and Cultures
World Languages Resource Center

Students will engage with and progress through language and culture courses at differing stages of their K-12 education. The novice levels for K-6 are displayed below. Choose the column that fits the proficiency level of your student(s). Additional levels can be found in the world languages and cultures standards.

Functions	Novice Low	Novice Mid	Novice High
Interpretive intercultural communication (E.INT-C)			
Investigate Intercultural Products, Practices and Perspectives	Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.	Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.	Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.
Compare Intercultural Behaviors	Recognize a few very simple behaviors in other cultures.	Identify familiar or everyday behaviors in other cultures.	Identify and compare familiar or everyday behaviors in native and other cultures.
Comprehend Authentic Texts that are Spoken, Written or Signed	Understand a few familiar words or phrases in: a. Simple, authentic informational texts; b. Simple, authentic fictional texts; c. Simple, overheard or observed conversations.	Understand very basic information in: a. Simple, authentic informational texts; b. Simple, authentic fictional texts; c. Simple, overheard or observed conversations.	Understand the topic and some isolated facts in: a. Simple, authentic informational texts; b. Simple, authentic fictional texts; c. Simple, overheard or observed conversations.
Interpretive literacy (E.INT-LIT)			
Infer Meaning of Texts	Recognize traditional and nontraditional letters, accents, characters or tone marks, as well as cognates and familiar or practiced words.	Recognize non-traditional letters, accents, characters or tone marks, as well as cognates and words from context.	Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.

WORLD LANGUAGES AND CULTURES			
Recognize and Use Organizational Features of Texts	Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, titles or headlines.	Recognize visual, aural and organizational features to identify the purpose of simple texts, such as schedules, song refrains, simple poems or infographics.	Use visual, aural and organizational features to identify the purpose of simple texts, such as announcements, instructions, fables or graphics.
Apply Self-Questioning Skills	Use literal or factual self-questioning before, during and after engaging with texts, such as "Who, where, when, what or how many?"	Use literal or factual self-questioning before, during and after engaging with texts, such as "What time, who is, why or how?"	Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as "What happened or what might happen next?"
Make Text Connections	Make personal connections to a text using background knowledge or experiences.	Make personal connections to a text using background knowledge or experiences.	Make simple text-to-text connections using information from previous texts.
Use Resources Appropriately	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.
Interpersonal intercultural communication (E.INP-C)			
Investigate Intercultural Products, Practices and Perspectives	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	Identify typical products and practices related to familiar, everyday life in native and other cultures.	Identify products and practices related to everyday life to help understand perspectives of native and other cultures.
Interact with Culturally Appropriate Language and Behavior	Interact in very familiar intercultural situations using practiced language and behaviors.	Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.	Interact in familiar, everyday intercultural situations using practiced language and behaviors, and show cultural awareness by recognizing culturally inappropriate behaviors.
Exchange Information	Provide basic information on very familiar topics.	Request and share simple information on familiar or everyday topics.	Request and share information on familiar and everyday topics.

WORLD LANGUAGES AND CULTURES			
Meet Personal Needs	Express a few basic personal needs in very familiar situations.	Express basic needs in familiar or everyday situations.	Interact with others to meet basic needs in familiar and everyday situations.
Express and React to Preferences and Opinions	Express a few basic preferences or feelings.	Express basic preferences or feelings and react to those of others.	Express, ask about, and react to simple preferences, feelings or opinions on familiar topics.
Interpersonal literacy (E.INP-LIT)			
Communicate, React and Show Interest	Use familiar, relevant vocabulary or structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest.
Continue and Extend Conversations	Use a few very simple verbal or nonverbal rejoinders or interjections.	Use very simple verbal and nonverbal interrogatives, rejoinders, interjections or requests for clarification.	Use simple interrogatives, rejoinders interjections, requests for clarification or transition words.
Increase Comprehensibility and Clarity of Expression	Increase comprehensibility using gestures, hand shapes, facial expressions or repetition.	Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or word substitution.	Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution or attention to pronunciation, tone or pitch.
Infer Meaning of Unfamiliar Language	Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.
Use Resources Appropriately	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.

WORLD LANGUAGES AND CULTURES			
Presentational intercultural communication (E.P-C)			
Investigate Intercultural Products, Practices and Perspectives	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	Identify typical products and practices related to familiar, everyday life in native and other cultures.	Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.
Communicate in Culturally Appropriate Ways	Present in very familiar intercultural situations using memorized or practiced language and behaviors.	Present in very familiar intercultural situations using practiced or learned language and behaviors.	Present in very familiar situations using practiced or learned language and behaviors.
Inform and Describe	Name very familiar people, places and objects.	Give simple information about very familiar topics.	Give simple descriptions of familiar and everyday topics.
Narrate About Life and Activities	Provide very basic details about self.	Provide simple details about self, interests and activities.	Provide details about personal life, interests and activities.
Express Preferences	Express likes and dislikes about very familiar topics from native and other cultures.	Express likes and dislikes about familiar topics from native and other cultures.	Express preferences on familiar and everyday topics or topics of interest from native and other cultures.
Presentational literacy (E.P-LIT)			
Choose Relevant, Authentic Content	Use familiar vocabulary and structures that are relevant to the topic and very simple authentic resources as needed.	Use familiar vocabulary and structures that are relevant to the topic and very simple authentic resources as needed.	Use familiar content, structures and syntax that are relevant to the topic and authentic resources as needed.
Organize Information	Organize very simple information in a logical sequence and support with gestures or visuals	Organize simple information in a logical sequence and support with gestures or visuals.	Organize information in a logical sequence, with topic sentence, simple details and conclusion, and support with gestures, visuals or additional language as needed.

WORLD LANGUAGES AND CULTURES			
Increase Comprehensibility	Communicate with emerging awareness of pronunciation, spelling, punctuation, hand shapes or signing parameters.	Communicate with awareness of pronunciation, spelling, punctuation, hand shapes or signing parameters.	Communicate with attention to pronunciation, spelling, punctuation, hand shapes or signing parameters.
Maintain Audience Interest	Maintain audience interest via gestures, creativity, emotion, technology or visuals.	Maintain audience interest via gestures, creativity, emotion, humor, technology or visuals.	Maintain audience interest via content, creativity, emotion, humor, technology or visuals.
Use Resources Appropriately	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.