First Grade Standards
Second Quarter

English / Language Arts	
RL.1.5	Explain major differences between books that tell stories and books that give information.
RL.1.6	Identify who is telling the story at various points in a **text.**
RL.1.9	**Compare and contrast** the adventures and experiences of characters in stories.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and **phrases** in a **text.**
RI.1.6	Distinguish between information provided by pictures or other **illustrations** and information provided by the words in a **text**.
RI.1.9	Identify basic similarities in and differences between two **texts** on the same **topic**.
RI.1.10	With prompting and support, read and understand **informational texts** appropriately complex for grade 1 for sustained periods of time.
RF.1.5	Read with sufficient accuracy and **fluency** to support comprehension. a. Read on-level text with **purpose** and understanding. b. Read on-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.
W.1.2	Write informative/explanatory texts in which they name a **topic**, supply some facts about the topic, and provide **closure**. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write 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.1.5	Participate in **shared research** and writing projects.
L.1.1	Demonstrate command of the **conventions of standard English grammar** and **usage** when writing or speaking; demonstrate **proficiency** within the K-1 grammar continuum.
L.1.2	Demonstrate command of the **conventions of standard English** capitalization, **punctuation**, and spelling when writing; demonstrate **proficiency** within the K-1 conventions continuum.
L.1.5	With guidance and support from adults, demonstrate understanding of **nuances** in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Distinguish shades of meaning among verbs differing in manner and **adjectives** differing in intensity by defining or choosing them or by acting out the meanings.
L.1.6	Use words and **phrases** learned through conversations, reading, and being read to, including common conjunctions.

Mathematics

NC.1.NBT.1	Count to 150, starting at any number less than 150.
NC.1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. -Unitize by making a ten from a collection of ten ones. -Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. -Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones.
NC.1.NBT.3	Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
NC.1.NBT.4	Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations: -A two-digit number and a one-digit number -A two-digit number and a multiple of 10
NC.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.
NC.1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using: Concrete models and drawings, Number lines, Strategies based on place value, Properties of operations, or the relationship between addition and subtraction
NC.1.NBT.7	Read and write numerals and represent a number of objects with a written numeral, to 100.
NC.1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
NC.1.MD.2	Measure lengths with non-standard units. -Express the length of an object as a whole number of non-standard length units. -Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps
NC.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.
NC.1.OA.1	Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving: Add to/Take from-Change Unknow, Put together/Take Apart-Addend Unknown, and Compare-Difference Unknown
NC.1.OA.2	Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.
NC.1.OA.7	Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.
NC.1.OA.8	Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.

Science

1.E.1.1	Recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth.
1.E.1.2	Recognize patterns of observable changes in the Moon's appearance from day to day.