

# First Grade Standards

## Third Quarter

### English / Language Arts

<b>RL.1.4</b>	Identify words and <b>phrases</b> in stories or <b>poems</b> that suggest feelings or appeal to the senses.
<b>RL.1.10 / RI.1.10</b>	With prompting and support, read and understand literature and informational texts of appropriate complexity for grade 1 for sustained periods of time.
<b>RF.1.4</b>	Know and apply grade-level phonics and word <b>analysis</b> skills in decoding words. <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. <b>Decode</b> regularly spelled one- syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> </ul> Recognize and read grade- appropriate irregularly spelled words.
<b>RF.1.5</b>	Read with sufficient accuracy and <b>fluency</b> to support comprehension. <ul style="list-style-type: none"> <li>a. Read with <b>purpose</b> and understanding.</li> <li>b. Read with accuracy, appropriate rate, and <b>expression</b> on successive readings.</li> <li>c. Use context to confirm or <b>self- correct</b> word recognition and understanding</li> </ul>
<b>W.1.2</b>	Write informative/explanatory texts in which they name a <b>topic</b> , supply some facts about the topic, and provide <b>closure</b> . 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, <b>respond to questions and suggestions from peers, and add details to strengthen writing as needed.</b>
<b>W.1.4</b>	With guidance and support from adults, use a variety of <b>digital tools</b> and resources to produce and <b>publish</b> writing, including in collaboration with peers.
<b>W.1.5</b>	Participate in <b>shared research</b> and writing projects.
<b>L.1.1</b>	Demonstrate command of the <b>conventions of standard English grammar</b> and <b>usage</b> when writing or speaking
<b>L.1.2</b>	Demonstrate command of the <b>conventions of standard English</b> capitalization, <b>punctuation</b> , and spelling when writing
<b>L.1.4</b>	Determine and/or clarify the meaning of unknown and <b>multiple-meaning words</b> and <b>phrases</b> based on grade 1 reading and content, choosing flexibly from an array of strategies: <b>context clues</b> , word parts and <b>word relationships</b> .
<b>L.1.5</b>	With guidance and support from adults, demonstrate understanding of <b>nuances</b> in word meanings. <ul style="list-style-type: none"> <li>a. Sort words into categories to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes.</li> <li>c. Distinguish shades of meaning among verbs differing in manner and <b>adjectives</b> differing in intensity by defining or choosing them or by acting out the meanings.</li> </ul>
<b>L.1.6</b>	Use words and <b>phrases</b> learned through conversations, reading, and being read to, including common conjunctions.

# Mathematics

<b>NC.1.NBT.1</b>	Count to 150, starting at any number less than 150.
<b>NC.1.NBT.2</b>	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, and 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.
<b>NC.1.NBT.4</b>	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 and A two-digit number and a multiple of 10
<b>NC.1.NBT.5</b>	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
<b>NC.1.NBT.6</b>	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, and The relationship between addition and subtraction
<b>NC.1.OA.1</b>	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 Unknown, Put together/Take Apart-Addend Unknown, and Compare-Difference Unknown
<b>NC.1.OA.3</b>	Apply the commutative and associative properties as strategies for solving addition problems.
<b>NC.1.OA.7</b>	Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.
<b>NC.1.G.1</b>	Distinguish between defining and non-defining attributes and create shapes with defining attributes by: Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles and Building cubes, rectangular prisms, cones, spheres, and cylinders.
<b>NC.1.G.2</b>	Create composite shapes by: -Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape. -Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.
<b>NC.1.MD.1</b>	Order three objects by length; compare the lengths of two objects indirectly by using a third.
<b>NC.1.MD.2</b>	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
<b>NC.1.MD.3</b>	Tell and write time in hours and half-hours using analog and digital clocks.
<b>NC.1.MD.4</b>	Organize, represent, and interpret data with up to three categories. -Ask and answer questions about the total number of data points. -Ask and answer questions about how many in each category. -Ask and answer questions about how many more or less are in one category than in another.
<b>NC.1.MD.5</b>	Identify quarters, dimes, and nickels and relate their values to pennies.

# Science

<b>1.P.1.1</b>	Explain the importance of a push or pull to changing the motion of an object.
<b>1.P.1.2</b>	Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.
<b>1.P.1.3</b>	Predict the effect of a given force on the motion of an object, including balanced forces.