



First-Grade Priority Standards

READING: Literature

RL1 Ask and answer questions about key details in a text.

RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL5 Explain the major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

READING: Informational Text

RI5 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.

READING: Foundational Skills

RF3 Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for the 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.

RF4 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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

W1 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.

W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W3 Write narratives in which they 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.

LANGUAGE

L1 Conventions of Standard English: 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 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.

L2 Conventions of Standard English: 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.

SPEAKING AND LISTENING

SL1 Participate in collaborative conversations with diverse partners about grade-level topics and texts.

SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

MATH: Operations and Algebraic Thinking

OA1 Represent and solve problems involving addition and subtraction. 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.

OA6 Add and subtract within 20. 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 $6 + 6 + 1 = 12 + 1 = 13$).

MATH: Numbers and Operations

NBT1 Extend the counting sequence. 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.

NBT2 Understand place value. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
a. 10 can be thought of as a bundle of ten ones – called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. 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).

NBT4 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.

MATH: Measurement and Data

MD3 Tell and write time in hours. and half-hours using analog and digital clocks.

MATH: Geometry

G3 Reason with shapes and their attributes. 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.