



Grade-Level Benchmarks First Grade

Student Success Skills

LEARNER MINDSETS (ATTITUDES & BELIEFS)

Motivation

- participates in class actively and appropriately
- shows initiative
- asks questions
- is a self-starter and asks for the resources that support learning

Persistence

- tries their best every day
- pushes through hard things and doesn't give up easily
- understands that mistakes are learning opportunities

Reflection

- through ongoing reflection, sees their strengths and areas for growth
- receives feedback from others to improve the quality of their work
- gives helpful, kind, and specific feedback to help others

WORK HABITS (BEHAVIORS)

Craftsmanship

- takes pride in their work and always tries their best
- creates original work that is neat and reflects their best effort
- makes revisions to make their work better

Reliability

- manages their time and materials to complete learning activities within the designated time frame
- comes to class prepared
- listens and follows directions
- turns in assignments on time

Self-Regulation

- remains focused and engaged in learning
- manages emotions and accepts responsibility for personal actions
- adapts to changes in routines and transitions throughout the day

RESPONSIBILITIES AS A COMMUNITY MEMBER (VALUES)

Caring for the Community

- actively contributes to the community and shows care for the environment and others
- shows empathy, kindness, and concern for others
- follows classroom rules and procedures

Collaboration

- works well with classmates and teachers
- works to solve problems in positive ways when working in groups

Valuing Diversity

- treats others with respect
- listens to and respects others' opinions and beliefs

LITERACY: READING

Comprehension

- listens to and discusses stories, poems, nonfiction texts, fables, legends,
- makes text-to-self connections
- explores the point of view
- discusses the messages in fables
- discusses the characters' feelings and the story's message
- makes, draws, writes, and shares text-to-self and text-to-world connections
- reads independently and self-monitors their reading
- explores a story's illustrations
- retells a story
- picks "just-right" books for independent reading
- draws and writes about a part of a story and the story's events
- sequences story events, and uses sequence words to retell events
- discusses two similar stories
- identifies sensory details in texts and draws, writes about, and shares mental images
- visualizes a story
- discusses alliteration, onomatopoeias
- writes, discusses, and shares wonders and makes predictions about the text
- refers to the text to support their thinking
- identifies and discusses patterns in a story
- explores a common theme across texts
- identifies, discusses, and writes about information learned from a text
- compares and contrasts two nonfiction texts and writes about the topic
- uses text features and discusses information learned from nonfiction books
- writes about text features used
- generates a question about a familiar topic
- explores a website, uses, and discusses text features
- discusses, writes, and draws pictures of information learned from online research
- participates in 1:1 reading conferences with the teacher, demonstrating the use of taught comprehension strategies

Accuracy/Fluency

- echo read stories
- learns, sings, and chorally reads songs, poems, fables, or parts of a story
- acts out parts of a story
- chorally reads with an attention to punctuation
- explores typography and punctuation

Expanding Vocabulary

- voraciously reads
- tunes into interesting words and uses new vocabulary when speaking and writing
- discusses synonyms and antonyms

- draws and writes about vocabulary words
- discusses the suffixes *-er, -y, -or*
- discusses the prefixes *re-, in-, un-, re-*,
- discusses the inflectional ending *-ing, -s, -ed, -es*,
- discusses shades of meaning
- discusses words with multiple meanings
- uses context to determine word meanings
- writes words and sentences

LITERACY: WRITING

The Writing Community

- contributes to building a writing community
- gets ideas from read-alouds
- practices basic conventions of writing (writing left to right and putting spaces between words, capitalizing the first letters of sentences, and uses periods at the ends of sentences)
- discusses how illustrations match and tell more about a story
- adds to illustrations and stories
- chooses ideas and writes and illustrates stories
- discusses model sentences and writes complete sentences

Getting Ideas

- generates ideas for writing from their own life
- talks with others to develop ideas
- uses a word wall to spell high-frequency words
- approximates spelling using letter-sound relationships
- tells stories orally
- uses present tense verbs in sentences that agree with nouns
- discusses sounds in a story and adds sound words to writing
- uses simple past, present, and future tense verbs in sentences
- makes strategic spelling choices
- writes and illustrates stories
- rereads stories and adds descriptive details and speech bubbles to illustrations
- uses personal pronouns in sentences
- uses possessive determiners and possessive pronouns in sentences
- uses prepositions

Telling More

- rereads and adds details to tell more

- writes on assigned and self-selected topics
- explores sentence punctuation and capitalization
- expands complete sentences
- uses and capitalizes proper nouns in sentences
- writes compound sentences using a comma and the conjunction *and*

Personal Narrative

- Explores personal narratives by writing autobiographical stories
- writes stories with a beginning middle, and end
- informally revises to tell more
- explores using temporal words
- uses exclamation points at the ends of sentences
- proofreads for spelling, capitalization, and punctuation
- uses apostrophe -s
- publishes a story

Writing Nonfiction

- explores expository and functional nonfiction
- gather information for nonfiction writing through interviews and examination of objects
- writes opening and closing sentences
- explores writing questions
- rereads writing for clarity
- uses periods and question marks at the ends of sentences
- proofreads for spelling, capitalization, and punctuation
- uses adjectives in sentences
- chooses nonfiction pieces to complete and publish
- writes compound sentences using a comma and the conjunction *so*
- uses indefinite pronouns in sentences

Exploring Words Through Poetry

- generates lists of interesting movement words and sound words
- explores figurative language
- writes poems about assigned and self-selected topics
- discusses personification
- identifies and discusses similies and alliteration in poems
- reviews and reflects on the writing process
- reviews poems and chooses one to publish

Opinion Writing

- hears and discusses examples of opinion writing
- explores clearly stating an opinion and supporting it with reasons
- writes opinion pieces
- writes closing sentences
- proofreads for spelling, capitalization, and punctuation
- publishes an opinion piece
- uses the conjunction *because* in sentences
- writes imperative sentences

Conventions

- capitalizes the beginning of a sentence, names, titles, and the pronoun “I”
- punctuates the ending of a sentence
- uses common spelling patterns to spell words correctly
- spells unfamiliar words phonetically
- applies high-frequency words consistently when writing

LITERACY: PHONICS & WORD STUDY

Phonological Awareness

- identifies and discusses rhyming words
- plays rhyming games
- replaces rhyming words in a story
- claps and counts syllables to help hear and identify units of sound, and identifies patterns in a story
- sorts by the number of syllables

****Additional activities are included in small group lessons.**

High-Frequency Words

- reads and spells high-frequency words consistently

Spelling Patterns and Word Structure

- understands every word has a CVC pattern
- breaks words into syllables
- recognizes and uses plurals
- uses endings to support subject-verb agreement
- uses the correct endings for present and past tenses
- recognizes and understands contractions

****see small group instruction for specifics**

Word-Solving Actions

- uses other known words and parts to help read new spelling words
- changes the onset or rhyme to make a new word (bring/thing)

LISTENING AND SPEAKING

- comprehends while listening
- expresses oneself purposefully and clearly
- participates effectively in discussions

MATHEMATICS

Operations and Algebraic Thinking

- uses 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, with a symbol for the unknown number to represent the problem
- Solves word problems that call for the 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 to represent the problem
- applies properties of operations as strategies to add and subtract (commutative and associative properties of addition)
- understands subtraction as an unknown-addend problem
- relates counting to addition and subtraction
- adds and subtracts within 20, demonstrating fluency for addition and subtraction within 10
 - uses strategies such as counting on, making ten, decomposing a number leading to a ten, using a relationship between addition and subtraction, and creating equivalent but easier or known sums
- understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false
- determines the unknown whole number in an addition or subtraction equation relating three whole numbers

Number and Operations in Base Ten

- counts to 120, starting at any number less than 120
 - in this range, reads and writes numerals and represents a number of objects with a written numeral
- understands that the two digits of a two-digit number represent amounts of tens and ones
 - understands the following cases

- ❑ 10 can be thought of as a bundle of ten ones
 - ❑ the numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones
 - ❑ 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 zero ones
- ❑ compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$
- ❑ adds 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
 - ❑ relates the strategy to a written method and explains the reasoning used
 - ❑ understands that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten
- ❑ given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explains the reasoning used
- ❑ subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
 - ❑ relates the strategy to a written method and explains the reasoning used

Geometry

- ❑ distinguishes between defining attributes versus non-defining attributes
 - ❑ builds and draws shapes to possess defining attributes
- ❑ composes two-dimensional shapes or three-dimensional shapes to create a composite shape, and composes new shapes from the composite shape
 - ❑ rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles, cubes, right rectangular prisms, right circular cones, and right circular cylinders
- ❑ partition circles and rectangles into two and four equal shares, describes the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of
 - ❑ understands that decomposing into more equal shares creates smaller shares

Measurement and Data

- ❑ orders three objects by length; compares the lengths of two objects indirectly by using a third object
- ❑ expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end
 - ❑ understands that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps
 - ❑ limits to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps
- ❑ tells and writes time in hours and half-hours using analog and digital clocks
- ❑ organizes, represents, and interprets data with up to three categories

- asks and answers questions about the total number of data points, how many are in each category, and how many more or less are in one category than in another

SOCIAL STUDIES

- explains the necessity for the rules at home and school
- names the School, city, state, country, and continent
- recognizes that maps and globes are representations of the Earth's surface
- develops awareness of time (past, present, and future)
- describes ways in which language, stories, music, and artistic creations serve as an expressive means to influence the behaviors of particular groups of people
- identifies generalizations about different deserts by comparing and contrasting their home environment with different habitats
- identifies cultural aspects of a story
- compares and contrasts urban and rural lifestyles in that country
- describes the impact that exploration had on the indigenous peoples and the environment
- describes how the physical environment affects animal and human survival, and discusses the impacts of human interaction with the environment

TECHNOLOGY

Creativity and Innovation

- demonstrates creative thinking and constructs knowledge

Communication and Collaboration

- communicates information and ideas effectively to multiple audiences using a variety of media and formats

Digital Citizenship

- demonstrates good manners when working beside and with fellow students
- demonstrates knowledge of who a trusted adult is
- understands to go to a trusted adult when feeling uncomfortable due to any internet content
- exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity

Technology Operations and Concepts

- demonstrates proper care and safe handling of computer equipment and media

- demonstrates proper use of a keyboard, including locating and using letters, numbers, and special keys such as the space bar, shift, return, and command keys
- demonstrates proper use of basic shortcut commands, such as quit and save
- demonstrates proper use of a local network, including how to log in and log out of a school network using a password
- demonstrates proper use of local network files, including finding one's own student folder and retrieving a saved document within one's own student folder
- demonstrates proper navigation of the computer desktop, including how to find a certain program, and how to open and close a program
- uses a variety of multimedia resources and software for directed and independent learning activities
- demonstrates word-processing skills, such as typing names and sight words
- demonstrates proper use of multimedia equipment, including using headphones and recording sound with a microphone