PUSD 1st Grade Summary of Standards

QUARTER 1

READING - Quarter 1

Isolate Sounds - 1.RF.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
Rhyming Words - 1.RF.2e Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/).
Consonant Digraphs - 1.RF.3a Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. a. Know the spelling-sound correspondences for common consonant digraphs.
Blending - 1.RF.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends

MATH - Quarter 1

Defining and Non-Defining Attributes - 1.G.A.1 Distinguish between defining attributes (triangles are closed and 3 sided) versus non-defining attributes (color, orientation, overall size) for two-dimensional shapes; build and draw shapes that possess defining attributes.
Count to 120 - 1.NBT.A.1 Count to 120 by 1's, 2's, and 10's starting at any number less than 100. In this range, read and write numerals and represent a number of objects with a written numeral.
Add and Subtract within 10 - 1.OA.C.6 Fluently add and subtract within 10.

SCIENCE - Quarter 1

Equal/Unequal Forces - 1.P3U1.3 I can plan and carry out investigations which demonstrate how equal forces can balance objects and how unequal forces can push, pull, or twist objects, making them change their speed, direction, or shape.
Light - 1.P2U1.1 I can plan and carry out investigations demonstrating the effect of placing objects made with different materials in the path of a beam of light and predict how objects with similar properties will affect the beam of light.
Sound - 1.P2U1.2 I can use models to provide evidence that vibrating matter creates sound and sound can make matter vibrate

WRITING - Quarter 1

-none assessed at this time

SOCIAL STUDIES - Quarter 1

Follow Rules for Discussion - 1.SS.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures

Respect, Responsibility, Equality, Fairness - 1.SS.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.

Compare Thoughts and Opinions - 1.SS.C1.3 Compare one's own thoughts and opinions with others' perspectives.

Civic Responsibilities - 1.SS.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities. Such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed on community issues

Rules and Laws - 1.SS.C3.1 Explain the importance of rules and laws in our community. Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority.

Cooperation and Compromise - 1.SS.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.

QUARTER 2

READING - Quarter 2

Long and Short Vowels - 1.RF.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.

Inflectional Endings - 1.RF.3e Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. e. Read words with inflectional endings.

Segment Phonemes - 1.RF.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/I/a/t/).

MATH - Quarter 2

Order Objects by Length - 1.MD.A.1 Order three objects by length. Compare the lengths of two objects indirectly by using a third object.

Tens and Ones - 1.NBT.B.2 Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases:

- **a**. 10 can be thought of as a group 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)

Comparing 2-Digit Numbers - 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

SCIENCE - Quarter 2

Habitats - 1.L2U2.7 I can develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms using earth materials.
Food Chains - 1.L2U1.8 I can construct an explanation describing how organisms obtain resources from the environment, including materials that are used again by other organisms
Extinction - 1.L4U3.11 I can ask questions and explain how factors can cause species to go extinct.

WRITING - Quarter 2

Opinion - 1.W.1 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.

SOCIAL STUDIES

1.SS.E3.02-03 (5 days) Explain how people in our community earn income.
1.SS.E3.02-03 (5 days) Explain how people can be producers and consumers in our community
1.SS.E3.01 (10 days)Describe the skills, knowledge, and sequence of events required to produce goods and services in our community
1.SS.H4.01 (15 days) Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country. **(Veteran's Day & Thanksgiving)**

1.SS.G3.01 (15 days) Explain why and how people, goods, and ideas move from place to place. ▪ Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.

QUARTER 3

READING - Quarter 3

Characters, Setting, Plot - 1.RL.3 Describe characters, settings, and major events in a story, using key details.
Compare/Contrast - 1.RL.9 Compare and contrast the adventures and experiences of characters in stories.
Retell/Main Idea Literature - 1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.
5 W's Literature - 1.RL.1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text.

MATH - Quarter 3

Meaning of the Equal Sign - 1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 + 1 = 6 - 1, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2).

Partition Shapes - 1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths,* and *quarters.* Describe the whole as two of, or four of the shares. Understand that decomposing into more equal shares creates smaller shares.

Unknown Whole Numbers in an Equation - 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Telling Time to the Hour and Half Hour - 1.MD.B.3a Tell and write time in hours and half-hours using analog and digital clocks.

SCIENCE

Natural Resources, Humans - 1.E1U1.5 I can obtain, evaluate, and communicate information about the properties of Earth materials and investigate how humans use natural resources in everyday life

Friction - 1.P4U2.4 I can design and evaluate ways to increase or reduce heat from friction between two objects.

WRITING Quarter 3

Narrative - 1.W.3 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.

SOCIAL STUDIES

1.SS.H4.01 (10 days) Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country. **(American Symbols & MLK Jr.)**

1.SS.E1.01-02 (10 days) Identify different occupations and the skills and education needed for those jobs in our community.

1.SS.E1.01-02 (10 days) Describe reasons to save or spend money.

1.SS.H4.01 (15 days) Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country. **(Presidents & Leaders, AZ State & Symbols)**

QUARTER 4

READING - Quarter 4

5 W's Information - 1.RI.1 Ask and answer questions such as who, what, where, why, and how about key details in a text.

Retell/Main Idea Information - 1.RI.2 Identify the main topic and retell key details of a text.

Making Connections - 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.

Determine Word Meanings - 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

MATH - Quarter 4

10 More or 10 Less - 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.

Subtract Multiples of 10 - 1.NBT.C.6 Subtract multiples of 10 in the range of 10 to 90 (positive or zero differences), using objects 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 form.

Addition within 100 - 1.NBT.C.4 Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

Add and Subtract within 20, Word Problems - 1.OA.A.1 Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

SCIENCE - Quarter 4

Plant/Animal Life Cycles - 1.L1U1.6 I can observe, describe, and predict life cycles of animals and plants.

Plant/Animal Offspring - 1.L3U1.9 I can obtain, evaluate, and communicate information to support an evidence-based explanation that plants and animals produce offspring of the same kind, but offspring are generally not identical to each other or their parents.

Plant/Animal Classification - 1.L4U1.10 I can develop a model to describe how animals and plants are classified into groups and subgroups according to their similarities.

WRITING

1.W.04 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

1.W.02 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.07 With guidance and support from adults, 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).

SOCIAL STUDIES

1.SS.H4.02 (10 days) Draw upon fictional stories, biographies, and non-fiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day
1.SS.H1.01 (10 days) Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources **(biographies, stories, articles).**

1.SS.C3.03 (5 days) Explain how community groups work to accomplish common tasks and fulfill responsibilities. Such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed on community issues. **(Earth Day, Community Clean-Up, Recycle)**
1.SS.G1.01 (10 days) Use, explore and construct maps, graphs and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses)
1.SS.G2.01 (10 days)Compare how human activities affect culture and the environment now and in the past. Such as agriculture, industrialization, urbanization, and human migration.

YEARLY/ADDITIONAL

MATH

1.A.A.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/or equations with a symbol for the unknown number to represent the problem).
1.OA.B.3 Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract within 20. (Students need not use formal terms for these properties.)
1.OA.C.5 Relate counting to addition and subtraction (ex by using counting on 2 to add 2).
1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 + 1 = 6 - 1, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2)
1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations 8 + = 11, 5 = - 3, 6 + 6 =).
1.G.A.1 Distinguish between defining attributes (triangles are closed and 3 sided) versus non-defining attributes (color, orientation, overall size) for two-dimensional shapes; build and draw shapes that possess defining attributes.
1.G.A.2 Compose two-dimensional shapes or three-dimensional shapes to create a composite shape.
1.OA.B.3 Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract within 20.
1.MD.C.04 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.
1.OA.B.4 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
1.MD.A.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 the 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.

READING

1.RF.1a Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).
1.RF.3c Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
1.RI.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.
1.RL.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.
1.RF.2f Demonstrate understanding of spoken words, syllables, and sounds (phonemes). f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.

1.RF.3d Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. d. Recognize and apply all six syllable types when decoding grade-level texts.
1.RI.8 Identify the reasons an author gives to support points in a text.
1.RF.3bf b. Decode regularly spelled one-syllable words. f. Recognize and read grade-appropriate irregularly spelled words.
1.RF.4abc 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.
1.RI.7 Use the illustrations and details in a text to describe its key ideas.
1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.6 Identify who is telling the story at various points in a text.
1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.RL.10 With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.
1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults 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.
1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

WRITING

1.L.5ab With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
1.L.2b Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences.

1.L.1j Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. j. In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.
1.L.1i Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. i. Produce and expand complete simple and compound sentences.
1.L.2a Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.
1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.). c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). d. 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). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., during, beyond, toward).
1.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. c. Use commas in dates and to separate single words in a series.
1.L.4 With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use frequently occurring affixes as a clue to the meaning of a word. b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). c. Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large, gigantic) by defining or choosing them or by acting out the meanings.
1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
1.W.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.
1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.WF.1 Demonstrate and apply handwriting skills. a. Write upper and lower case manuscript alphabet from memory using correct letter formation. b. Write the common grapheme (letter or letter group) for each phoneme. c. Write with appropriate spacing between letters and words.
1.WF.2 Demonstrate and apply sound-letter concepts. a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters. b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

1.WF.3 Know and apply phonics and word analysis skills when encoding words. a. Spell common, regular, single-syllable words using: 1. Short vowels and single consonants. 2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess). 3. Initial and final consonant blends (e.g., must, slab, plump). 4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry). 5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn). b. With prompting and support, spell on-level words with inflectional endings: 1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps). 2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses). 3. Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest). c. With prompting and support, spell on-level two-syllable words, including: 1. Words that end in -y or -ly (e.g., smelly, gladly). 2. Common compound words (e.g., hotdog, mailbox). 3. Words with two closed syllables (e.g., rabbit, wagon). d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 1. Irregular words (e.g., said, what, are, they, was). 2. Pattern based words (e.g., he, him, for, in, by, like). e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.

SOCIAL STUDIES

1.SP1.1 Place important life events in chronological order on a timeline.
1.SP1.2 Understand how events of the past affect students' lives and communities
1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.
1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and nonfiction.
1.SP3.1 Generate questions about issues in your community past and present.
1.SP3.2 With support identify evidence drawn from multiple sources to answer questions about issues in your community.
1.SP3.3 With support, construct and communicate solutions to issues in your community. **1.SP3.4** Take group or individual action to help address community issues.
1. SP3.5 Ask and answer questions about explanations given.
1.C3.2 Explain the role and function of local governments. ▪ Key functions include but are not limited to make laws, carry out laws, enforce laws, manage conflicts, and protect the community ▪ Key concepts include but are not limited to type of government and its leaders including the current Governor and President and Vice President of the United States.
1.E2.1 Explain how needs, wants, and availability of resources affect decision making.
1.E2.2 Identify the benefits and costs of making various personal decisions.
1.G1.2 Use a grid to locate places.