# Points to Remember

*Remember this page tells you when you should assess standards.  This is not a teaching timeline or pacing guide.  Many of the standards should be taught and revisited throughout the year.*

## ELA:
- Refer to fundamentals of each key concept on SC-CCR document to better understand how the standards fit together.
- Sometimes RL and RI standards are listed together on the standards by quarter document.  This signifies that they should be taught across genres.
- Inquiry Based Literacy Standards should be taught throughout daily instruction.
- If students are struggling refer back to SC-CCR standards (greyed out standards that children are supposed to build on from kindergarten).
- Remember to teach author's purpose with each genre.

## Math
- Please refer to the map to see how various standards are broken up across the year (i.e. ATO 1 is assessed each quarter with a different problem type)
- When teaching money: work on counting combinations of coins.  This is NOT assessed in first grade, but will better help their transition into second grade.

# First Grade Curriculum Map 2015 - 2016

| 1 2 3 4 5 6 7 8 9 | 10 11 12 13 14 15 16 17 18 | 19 20 21 22 23 24 25 26 27 | 28 29 30 31 32 33 34 35 36 |

| | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
|---|---|---|---|---|
| **Dates** | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
| **Social Studies Standards** | **Community Life** | **Democracy and Government** | **The Earth and Its Resources** | **Economics** |
| | 1-1.1, 1-1.2, 1-3.1, 1-4.1, 1.4.2 | 1-2.1, 1-2.2, 1-2.3, 1-2.4, 1-3.2 | 1-1.3, 1-1.4 | 1-3.3, 1-4.3, 1-4.4 |
| | Contributions to Democracy: Historical Figures 1-3.3 | | | |
| **ELA Standards** | **RL:** 1.1,4.1, 4.2, 4.3, 5.1, 5.2, 9.1, 10.1, 12.1, 12.2, 13.1, 13.2, 13.3 | **RL:** 2.2, 2.3, 2.4, 3.5, 5.1, 10.2 | **RL:** 2.1, 3.1, 5.1, 7.1, 8.1, 10.4, 10.5, 10.6 11.2 | **RL:** 3.2, 3.3, 3.4, 3.6, 5.1, 6.1, 7.2, 9.1, 9.2, 10.3, 11.1. 12.2 |
| | **RI:** 1.1, 4.1, 4.2, 4.3, 12.1 | **RI:** 2.2, 2.3, 2.4, 3.5, 5.1, 5.2, 7.1, 8.1, 8.2, 9.2, 11.1, 12.2, 12.3 | **RI:** 2.1, 3.1, 5.1, 5.2, 6.1, 7.1, 9.4, 9.5, 11.1, 11.2, 12.2, 12.3 | **RI:** 3.2, 3.3, 3.4, 3.6, 5.1, 5.2, 7.1, 9.1, 9.3, 10.1, 11.1, 12.2, 12.3 |
| | **W:** 1.2, 2.2, 3.1, 3.2, 6.1, 6.2, 6.3 | **W:** 1.2, 2.1, 2.2, 3.2, 4.5, 5.2a, 6.1, 6.3 | **W:** 1.1, 1.2, 2.2, 3.2, 4.3, 4.4, 4.7, 4.8, 6.1, 6.4 | **W:** 1.2, 2.2, 3.2, 4.1, 4.2, 4.6, 5.1, 5.2b, 5.3, 5.4, 5.5, 6.1, 6.4 |
| | **C:** 1.2, 1.3 | **C:** 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1 | **C:** 1.3, 4.2, 5.1 | **C:** 1.1, 1.3, 1.5, 4.3, 5.2 |
| **ELA Reading** | **Fiction** | **Informational Text** | | **Realistic Fiction** |
| **ELA Writing** | **Narrative** | **Informative/Explanatory** | **Argument/Opinion** | **Narrative** |
| | Small Moments | Nonfiction | Writing Reviews | From Scenes to Series |
| **Science Standards** | **Light and Shadows** | **Sun & Moon** | **Earth Materials** | **Plants** |
| | 1.P.2A.1, 1.P.2A.2, 1.P.2A.3,1.P.2A.4 | 1.E.3A.1, 1.E.3A.2, 1.E.3A.3, 1.E.3A.4, 1.E.3A.5 | 1.E.4A.1, 1.E.4A.2, 1.E.4A.3, 1.E.4B.1,1.E.4B.2 | 1.L.5A.1, 1.L.5A.2,1.L.5B.1 1.L.5B.2, 1.L.5B.3 |
| | **First Grade Science and Engineering Practices** | | | |
| **Math Standards** | **NSBT:** 1.a -d (1 - 30), 2.a (assess), 2. b & c (intro) | **NSBT:** 1.a-d (1 - 50), 2. b & c (assess), 3, | **NSBT:** 1.a -d (1 - 100), 2 b & c, 3 | **NSBT:** 1.a -d (1 - 120), 2 b & c, 3, 4, 5, 6 |
| | **ATO:** 1 (result unknown), 3 (commutative property), 5, 7 (6 = 6), 9.a | **ATO:** 1 (change unknown), 4, 7 (7 = 8-1, 8-1 = 7), 9.b | **ATO:** 1 (start unknown), 2, 3 (Associative Property), 7 (8-1=3+4) | **ATO:** 1 (comparison), 6, 8 |
| | **G:** 1 & 4 | **G:** | **G:** 2 & 3 | **G:** |
| | **MDA:** 1, 2, & 6 | **MDA:** 4 (collect & organize) | **MDA:** 3 | **MDA:** 4 (interpret), 5 |

# First Grade Standards

| Power Standards | SC-CCR | Q1 | Q2 | Q3 | Q4 | SC-CCR Indicators | Parent Friendly Standards | Common Core |
|---|---|---|---|---|---|---|---|---|
| | | | | ELA | | | | |
| I can use strategies to create or strengthen meaning as I read and interract with texts. | 1-RL.5.1;1-RI.5.1 | x | x | x | x | Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read. | I can ask and answer questions about key details in a text. | RL.1.1 |
| | 1-RL.7.1 | | | x | | Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read. | I can retell stories using key details to determine the theme in a text heard or read. | RL.1.2 |
| | 1-RL.8.1 | | | x | | Read or listen closely to: a. describe characters' actions, and feelings; b. compare and contrast characters' experiences to those of the reader; c. describe setting; d. identify the plot including problem and solution; and e. describe cause and effect relationships. | I can describe characters, settings, events, and relationships in a text heard or read. | RL.1.3 |
| | 1-RL.9.2 | | | | x | Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning. | I can identify words and phrases in stories or poems that suggest feeling, appeal to the senses, and add meaning. | RL.1.4 |
| | 1-RL.6.1 | | | | x | Describe the relationship between the illustrations and the characters, setting, or events. | I can use illustrations and details in a story to describe its characters, setting, or events. | RL.1.7 |
| I can read a variety of first grade fiction. | 1-RL.7.2 | | | | x | Read or listen closely to compare and contrast familiar texts and texts in author and genre studies. | I can compare and contrast texts in author and genre studies. | RL.1.9 |
| | 1-RL.13.1 | x | | | | Engage in whole and small group reading with purpose and understanding. | I can engage in whole and small group reading with purpose and understanding. | RL.1.10 |
| | 1-RL.13.2 | x | | | | Read independently for sustained periods of time to build stamina. | I can read independently for sustained periods of time to build stamina. | |
| | 1-RL.13.3 | x | | | | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. | I can read and respond according to task and purpose to become a self-directed, critical reader and thinker. | |
| | 1-RL.5.2 | x | | | | Make predictions using prior knowledge, pictures, illustrations, title, and | I can make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. | |
| | 1-RL.9.1 | x | | | x | Identify the literary devices of rhythm, repetitive language, and simile an | I can identify literary devices (ie: onomatopoeia and alliteration) and explain how the author uses each. | |
| | 1-RL.11.1 | | | | x | Identify the author's purpose—to explain, entertain, inform, or convince. | I can identify the author's purpose—to explain, entertain, inform, or convince. | |
| | 1-RL.11.2 | | | x | | Distinguish who is telling the story at various points in a text, the narrator or characters. | I can distinguish who is telling the story at various points in a text, the narrator or characters. | L.1.6 |
| | 1-RL.12.1 | x | | | | Classify literary texts according to characteristics of a genre. | I can classify texts according to characteristics of a genre. | |
| | 1-RL.12.2. | x | | | x | Recognize how the author uses crafted text structures of recurring phrases and dialogue. | I can recognize how the author uses crafted text structures of recurring phrases and dialogue. | |

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# First Grade Standards

| Category | Standard | | | | | Skill | I can statement | Ref |
|---|---|---|---|---|---|---|---|---|
| **I can read a variety of First Grade Informational Text.** | 1-RI.6.1 | | | x | | Retell the central idea and key details to summarize a text heard, read, or viewed. | I can retell the central idea and key details to summarize a text heard, read, or viewed. | RI.1.2 |
| | 1-RI.9.1 | | | | x | Ask and answer questions about known and unknown words in a text. | I can ask and answer questions about known and unknown words in a text. | RI.1.4 |
| | 1-RI.8.2 | | x | | | Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text. | I can use the front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; and describe the relationship between these features and the text. | RI.1.5 |
| | 1-RI.8.1 | | x | | | Identify words, phrases, illustrations, and photographs used to provide information. | I can identify words, phrases, illustrations, and photographs used to provide information. | RI.1.7 |
| | 1-RI.12.1 | x | | | | Engage in whole and small group reading with purpose and understanding. | I can engage in whole and small group reading with purpose and understanding. | RI.1.10 |
| | 1-RI.12.2 | | x | x | x | Read independently for sustained periods of time. | I can read independently for sustained periods of time. | |
| | 1-RI.12.3 | | x | x | x | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. | I can read and respond according to task and purpose to become a self-directed, critical reader and thinker. | |
| | 1-RI.5.2 | | x | x | x | Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. | I can make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator. | |
| | 1-RI.7.1 | | x | x | x | Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed. | I can compare and contrast topics or ideas within a thematic or author study heard, read, or viewed. | |
| | 1-RI.10.1 | | | | x | Identify the author's purpose – to explain, entertain, inform, or convince. | I can identify the author's purpose – to explain, entertain, inform, or convince. | |
| | 1-RI.11.1 | | x | x | x | Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships. | I can compare and contrast informational text structure within texts heard or read. | |
| | 1-RI.11.2 | | | x | | Identify the reasons an author gives to support a position. | I can identify the reasons an author gives to support a position. | |
| **I can understand the basic features of print.** | 1-RL.1.1, 1-RI.1.1 | x | | | | Recognize the distinguishing features of a sentence. | I can recognize the distinguishing features of a sentence. | RF.1.1. a |
| **I can use what I know about words to read with accuracy and fluency to understand what I read.** | 1-RL.2.1, 1-RI.2.1 | | | x | | Distinguish long from short vowel sounds in spoken single-syllable words. | I can differentiate between long and short vowel sounds in spoken single-syllable words. | RF.1.2 a |
| | 1-RL.2.2, 1-RI.2.2 | | x | | | Orally produce single-syllable words by blending sounds, including consonant blends in spoken words. | I can orally produce single-syllable words by blending sounds, including consonant blends in spoken words. | RF.1.2 b |
| | 1-RL.2.3, 1-RI.2.3 | | x | | | Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words. | I can isolate and pronounce initial, medial, and final sounds in spoken single-syllable words (example: final **sound** in "cat" is /t/). | RF.1.2. c |
| | 1-RL.2.4, 1-RI.2.4 | | x | | | Segment spoken single-syllable words into their complete sequence of individual sounds. | I can segment spoken single-syllable words into their complete sequence of individual sounds (example: /c/ - /a/ /t/). | RF.1.2. d |

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# First Grade Standards

| Category | Standard | | | | | Description | I can statement | Code |
|---|---|---|---|---|---|---|---|---|
| **I can use what I know about words to read with accuracy and fluency to understand what I read.** | 1-RL.3.1, 1-RI.3.1 | | | x | | Demonstrate the sound correspondences for common consonant blends and digraphs. | I can represent one sound with two letters (example: "sh" in the word fish). | RF.1.3 a |
| | 1-RL.3.4, 1-RI.3.4 | | | x | | Use final -e and common vowel team conventions to read words with long vowel sounds. | I can use final -e and common vowel team conventions to read words with long vowel sounds (example: cak**e**, te**a**m). | RF.1.3 c |
| | 1-RL.3.2, 1-RI.3.2 | | | x | | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words. | I can separate words into syllables and understand that every syllable has a vowel sound. | RF.1.3 d |
| | 1-RL.3.3, 1-RI.3.3 | | | x | | Read a two-syllable word by breaking the word into syllables. | I can read a two-syllable word by breaking the word into syllables. | RF.1.3 e |
| | 1-RL.3.5, 1-RI.3.5 | | x | | | Read words with inflectional endings. | I can read words with inflectional endings (example:  small, small**er**, small**est**). | RF.1.3 f |
| | 1-RL.3.6, 1-RI.3.6 | | | x | | Recognize and read grade-appropriate irregularly spelled words. | I can recognize and read grade-appropriate irregularly spelled words (example: there, what, said). | RF.1.3 g |
| | 1-RL.4.1, 1-RI.4.1 | x | | | | Read grade-level texts with purpose and understanding. | I can read first grade texts with purpose and understanding. | RF.1.4 a |
| | 1-RL.4.2, 1-RI.4.2 | x | | | | Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings. | I can read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings. | RF.1.4 b |
| | 1-RL.4.3, 1-RI.4.3 | x | | | | Use context to confirm or self-correct word recognition and understanding rereading as necessary. | I can use context to confirm or self-correct word recognition and understanding rereading as necessary. | RF.1.4 c |
| **I can write for different purposes (opinion, informative/expla natory, narrative).** | 1-W.1.1 | | | x | | Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure. | I can explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure. | W.1.1 |
| | 1-W.2.1 | | x | | | Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. | I can explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. | W.1.2 |
| | 1-W.3.1 | x | | | | Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure. | I can explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure. | W.1.3 |
| | 1-W.1.2, 1-W.2.2, 1-W.3.2 | x | x | x | x | Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. | I can plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. | W.1.6 |
| | 1-W.6.4 | | | x | x | Locate letter keys on an electronic device to type simple messages. | I can locate letter keys on an electronic device to type simple messages. | |
| | 1-W.6.1 | x | x | x | x | Write routinely and persevere in writing tasks for a variety of purposes and audiences. | I can write routinely and persevere in writing tasks for a variety of purposes and audiences. | |
| **I can participate in shared research with others to gather information for writing & communicating.** | 1-C.1.4 | | x | | | Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups. | I can participate in shared conversations about focused grade level topics. | W.1.7 |
| | 1-C.2.2 | | x | | | Participate in shared research exploring a variety of texts; express opinions and talk about findings. | I can participate in shared research exploring a variety of texts; express opinions and talk about findings. | |
| | 1-C.2.1 | | x | | | Express ideas gathered from various print and multimedia sources in a clear and concise manner. | I can express ideas gathered from multiple sources in a clear and concise manner. | |
| | 1-C.3.1 | | x | | | Explore and compare how ideas and topics are depicted in a variety of media and formats. | I can explore and compare how ideas and topics are depicted in a variety of media and formats. | |

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# First Grade Standards

| Category | Code | | | | | Skill | I can statement | Ref |
|---|---|---|---|---|---|---|---|---|
| **I can use appropriate grammar when I write and speak.** | 1-C.1.2 | x | | | | Practice the skills of taking turns, listening to others, and speaking clearly. | I can 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). | SL.1.1 a |
| | 1-C.1.5 | | | | x | Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges. | I can build on what others say by responding appropriately to comments of others through a conversation. | SL.1.1 b |
| | 1-C.1.1 | | | | x | Explore and create meaning through conversation, drama, questioning, and story-telling. | I can ask questions to clear up any confusion about the topics and texts under discussion. | SL.1.1 c |
| | 1-C.3.2 | | x | | | Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings. | I can add details, when appropriate, to clarify ideas, thoughts, and feelings. | SL.1.5 |
| | 1-C.1.3 | x | x | x | x | Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space. | I can practice techniques of volume, eye contact, facial expressions, posture, gestures, and space. | |
| **I can use appropriate conventions and grammar when communicating.** | 1-W.6.2 | x | | | | Print upper- and lower-case letters proportionally, using appropriate handwriting techniques. | I can print all upper- and lower-case letters. | L.1.1 a |
| | 1-W.4.1 | | | | x | Use common, proper, and possessive nouns. | I can use common, proper, and possessive nouns in my writing. | L.1.1 b |
| | 1-W.4.2 | | | | x | Use singular and plural nouns with matching verbs in basic sentences. | I can use singular and plural nouns with matching verbs in basic sentences in my writing (example: He hops; We hop). | L.1.1 c |
| | 1-W.4.3 | | | x | | Use personal, possessive, and indefinite pronouns. | I can use personal, possessive, and indefinite pronouns in my writing (examples: I, me, my; they, them, their, anyone, everything). | L.1.1 d |
| | 1-W.4.4 | | | x | | Use verbs to convey a sense of past, present, and future. | I can use verbs to convey a sense of past, present, and future in my writing (example: Yesterday I walked home; Today I walk home; Tomorrow I will walk home). | L.1.1 e |
| | 1-W.4.5 | | x | | | Use adjectives and adverbs. | I can use adjectives and adverbs in my writing. | L.1.1 f |
| | 1-W.4.7 | | | x | | Use conjunctions. | I can use frequently occurring conjunctions in my writing (examples: and, but, or, so, because). | L.1.1 g |
| | 1-W.4.6 | | | | x | Use prepositional phrases. | I can use frequently occurring prepositions in my writing (example: during, beyond, toward). | L.1.1 i |
| | 1-W.4.8 | | | x | | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. | I can write a variety of simple and compound sentences. | L.1.1 j |
| | 1-W.5.1 | | | | x | Capitalize the first word of a sentence, dates, names, and the pronoun *I*. | I can capitalize dates and names of people in my writing. | L.1.2 a |
| | 1-W.5.2.a | | x | | x | Use: a. periods, question marks, and exclamation marks at the end of sentences; and | I can use end punctuation for sentences in my writing. | L.1.2 b |
| | 1-W.5.2.b | | | | x | Use: b. commas in dates and to separate items in a series. | I can use commas in dates and when separating single words in a series in my writing. | L.1.2 c |
| | 1-W.5.3 | | | | x | Use conventional spelling for words with common spelling patterns. | I can use conventional spelling for words with common spelling patterns in my writing. | L.1.2 d |
| | 1-W.5.4 | | | | x | Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words. | I can spell untaught words using my knowledge of letter sounds in my writing (example: "house" may be spelled "hows"). | L.1.2 e |
| | 1-W.6.3 | x | x | | | Write left to right leaving space between words. | I can write left to right leaving space between words. | |
| | 1-C.4.1 | | x | | | Identify speaker's purpose and details that keep the listener engaged. | I can identify speaker's purpose and details that keep the listener engaged. | |
| | 1-C.4.2 | | | x | | Identify the introduction, body, and conclusion of a presentation. | I can identify the introduction, body, and conclusion of a presentation. | |

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| | Standard | | | | | Description | I can statement | Code |
|---|---|---|---|---|---|---|---|---|
| **I can use appropriate conventions and grammar when communicating.** | 1-C.4.3 | | | | x | Identify when the speaker uses intonation and word stress and includes media. | I can identify when the speaker uses intonation and word stress and includes media. | |
| | 1-C.5.1 | | | x | | Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme. | I can present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme. | |
| | 1-C.5.2 | | | | x | Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact. | I can employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact. | |
| **I can figure out what words mean and use them in different situations.** | 1-RL.10.3, 1-RI.9.3 | | | | x | Use inflectional endings and affixes to determine the meaning of unknown words. | I can use inflectional endings and affixes to determine the meaning of unknown words. | L.1.4 b |
| | 1-RL.10.6, 1-RI.9.5 | | | x | | Use words and phrases acquired through talk and text; explore nuances of words and phrases. | I can use words and phrases acquired through talk and text; explore nuances of words and phrases (example: "enormous" instead of "big" or multiple meanings of words). | L.1.5 |
| | 1-RL.10.1 | x | | | | Ask and answer questions about known and unknown words. | I can ask and answer questions about known and unknown words. | |
| | 1-RL.10.2 | | x | | | Identify new meanings for familiar words and apply them accurately. | I can identify new meanings for familiar words and apply them accurately. | |
| | 1-RL.10.4 | | | x | | Identify the individual words used to form a compound word. | I can identify the individual words used to form a compound word. | |
| | 1-RL.10.5 | | | x | | Use print and multimedia resources to explore word relationships and nuances in word meanings. | I can use print and multimedia resources to explore word relationships and nuances in word meanings. | |
| | 1-RI.9.2 | | x | | | Identify new meanings for familiar words and apply them accurately. | I can identify new meanings for familiar words and apply them accurately. | |
| | 1-RI.9.4 | | | x | | Use print and multimedia resources to explore word relationships and meanings. | I can use print and multimedia resources to explore word relationships and meanings. | |
| | 1-W.5.5 | | | | x | Consult print and multimedia resources to check and correct spellings. | I can consult print and multimedia resources to check and correct spellings. | |
| | **Inquiry-Based Standards 1-5** | | | | | | | |
| | **These standards, like Math Process Standards, are mainly ELA standards but can be embedded in all subject areas.  Therefore, they will not be taught in isoloation nor graded on the report card in isolation.** | | | | | | | |
| | **Math** | | | | | | | |
| **I can use addition and subtraction within 20 to solve word problems by using equations.** | 1.ATO.1 | x | x | x | x | Solve real world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions. | I can use addition and subtraction with numbers up to 20 to solve word problems involving adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions by using numbers, objects, drawing, and equations. | 1.OA.A.1 |
| | 1.ATO.2 | | | x | | Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20. | I can solve addition word problems that use three numbers whose sum is less than or equal to 20 using objects, drawings, and equations. | 1.OA.A.2 |

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# First Grade Standards

| | | | | | | Standard Description | I Can Statement | Code |
|---|---|---|---|---|---|---|---|---|
| I can use the rules and relationships between addition and subtraction to solve problems. | 1.ATO.3 | x | | x | | Apply Commutative and Associative Properties of Additon to find the sum (through 20) of two or three addends. | I can understand switching order of numbers when adding will result in the same answer **(commutative property & associative property)** | 1.OA.B.3 |
| | 1.ATO.4 | | x | | | Understand subtraction as an unknown addend problem. | I can subtract numbers by using the related addition equation to find the missing part. (Solve 10-8 by finding the number that makes 10 when added to 8) | 1.OA.B.4 |
| I can quickly add and subtract within 10. I can use strategies to | 1.ATO.5 | x | | | | Recognize how counting relates to addition and subtraction. | I can use the strategy of counting on and counting back to add and subtract. | 1.OA.C.5 |
| | 1.ATO.6 | | | x | | Demonstrate:  a. addition and subtraction through 20.  b. fluency with addition and related subtraction facts through 10. | I can use more than one strategy to add and subtract within 20. I can quickly add and subtract within 10. | 1.OA.C.6 |
| I can understand the meaning of the symbols in addition and subtraction | 1.ATO.7 | x | x | x | | Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true. | I can understand the meaning of the equal sign and determine if equations involving addition and subtraction are true. | 1.OA.D.7 |
| | 1.ATO.8 | | | x | | Determine the missing number in addition an dsubtraction equations within 20. | I can find the missing number in math problems using addition and subtraction. | 1.OA.D.8 |
| I can create, extend, and explaing patterns using pictures and words. | 1.ATO.9.a | x | | | | Create, extend and explain using pictures and words for: a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns); | I can create, extend, and explain repeating patterns. | |
| | 1.ATO.9.b | | x | | | Create, extend and explain using pictures and words for: b. growing patterns (between 2 and 4 terms/figures). | I can create, extend, and explain growing patterns. | |
| I can count to 120 starting at any number. I can read, write, and represent any number using objects. | 1.NSBT.1.a | x | x | x | x | (*Narrative Notes*\*\*\*\*On going through all quarters.  This will be assessed in the 4th quarter.  (1 - 30,  1 - 50, 1 - 100, 1 - 120) Extend the number sequence to:  a. count forward by ones to 120 starting at any number | I can count to 120, starting at any number less than 120, read and write numerals, and represent a number of objects with a written numeral. | 1.NBT.A.1 |
| | 1.NSBT.1.b | x | x | x | x | b. count by fives and tens to 100, starting at any number | I can count by fives and tens to 100, starting at any number. | |
| | 1.NSBT.1.c | x | x | x | x | c. read, write, and represent numbers to 100 using concrete models, standard form, and equations in expanded form | I can read, write, and represent numbers to 100 using concrete models, standard form, and equations in expanded form. | |
| | 1.NBST.1.d | x | x | x | x | d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety. | I can read and write in word form numbers zero through nineteen, and multiples of ten through ninety. | |
| I can understand and compare the value of two digit numbers based on groups of 10 and some ones using the words greater than, less than, or equal to. | 1.NSBT.2 | | | | | Understand place value through 99 by demonstrating that: a. ten ones can be thought of as a bundle (group) called a "ten"; b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones; | I can understand place value through 99 by demonstrating that: a. ten ones can be thought of as a bundle (group) called a "ten"; b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones. | 1.NBT.B.2 |
| | 1.NSBT.2.a | x | | | | Understand place value through 99 by demonstrating that: a. ten ones can be thought of as a bundle (group) called a "ten"; | I can understand that when I count 10 ones its grouping is a bundle. | 1.NBT.B.2 a |
| | 1.NSBT.2.b | | x | x | x | b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones; | I can understand that the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones. | 1.NBT.B.2 b |

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| | 1.NSBT.2.c | | x | x | x | c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition | I can understand that there are 4 groups of ten in the number 40. | 1.NBT.B.2 c |
| | 1.NSBT.3 | | x | x | x | Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than. | I can compare 2 two-digit numbers using the symbols greater than >, less than <, or equal to =. | 1.NBT.B.3 |
| I can use strategies to add and subtract within 100 | 1.NSBT.4 | | | | x | Add through 99 using concrete models, drawings, and strategies based on place value to: a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup); b. add a two-digit number and a multiple of 10. | I can use a strategy to add within 100. | 1.NBT.C.4 |
| | 1.NSBT.5 | | | | x | Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models. | I can mentally find 10 more or 10 less than a number without counting. | 1.NBT.C.5 |
| | 1.NSBT.6 | | | | x | Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based place value. | I can use and explain a strategy to subtract multiples of 10 from other multiples of 10 less than 90. | 1.NBT.C.6 |
| I can measure and order the length of objects. | 1.MDA.1 | x | | | | Order three objects by length using indirect comparison. | I can order 3 objects by length and use one object to help describe the length another object. | 1.MD.A.1 |
| | 1.MDA.2 | x | | | | Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps. | I can measure the length of an object using a set of shorter objects without gaps or overlapping. | 1.MD.A.2 |
| I can tell and write time to the hour and half hour. | 1.MDA.3 | | | x | | Use analog and digital clocks to tell and record time to the hour and half hour. | I can tell and write time in hours and half-hours using analog and digital clocks. | 1.MD.B.3 |
| I can collect, organize, represent, and interpret data. | 1.MDA.4 | | x | | x | Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies. | I can 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.MD.C.4 |
| | 1.MDA.5 | | | | x | Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs. | I can understand information given from object graphs, picture graphs, t-charts, tallies, and bar graphs. | |
| I can identify and write coin values using a cent symbol. | 1.MDA.6 | x | | | | Identify a penny, nickel, dime and quarter and write the coin values using a ₡ symbol. | I can Identify a penny, nickel, dime and quarter and write the coin values using a ₡ symbol. | |
| I can create and divide 2D and 3D shapes based on their defining attributes. | 1.G.1 | x | | | | Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color). | I can distinguish between attributes that define the shape and attributes that do not define the shape to build and draw shapes. | 1.G.A.1 |
| | 1.G.2 | | | | x | Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape. | I can use two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter- circles) **or three-dimensional shapes (cues, right rectangular prisms, right circular cones, and right circular cylinders) to make a new shape.** | 1.G.A.2 |
| | 1.G.3 | | | | x | Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts. | I can divide circles and rectangles into two and four equal parts using the words halves, fourths, and quarters. | 1.G.A.3 |
| | 1.G.4 | x | | | | Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle). | I can identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle). | |

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# First Grade Standards

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| **Social Studies** | | | | | | | |
| I can understand how people relate to each other and the environment. | SS.1-1.2 | x | | | | Compare schools and neighborhoods that are located in different settings around the world. | I can tell how schools and neighborhoods are alike and different around the world. | |
| I can understand how government works and affect people, families, and communities. | SS.1-2.1 | | x | | | Explain the making and enforcing of laws as a basic function of government. | I can tell how laws are made and enforced by government. | |
| | SS.1-2.2 | | x | | | Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials. | I can summarize the concept of authority. | |
| | SS.1-2.3 | | x | | | Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security. | I can understand how the government taxes people and uses the money to help citizens. | |
| | SS.1-2.4 | | x | | | Summarize the possible consequences of an absence of government. Explain how changes in modes of transportation and communication have affected the way families live and work together. | I can explain what could happen without a government. | |
| | SS.1-3.1 | x | | | | Describe the fundamental principles of American democracy, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live. | I can describe American democracy. | |
| I can understand the rights, responsibilities, and actions of past and present people in democracy. | SS.1-3.2 | | x | | | Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process. | I can identify ways that all citizens can serve others including serving as a public official and voting. | |
| | SS.1-3.3 | | | x | | Summarize the contributions to democracy that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt. | I can tell how historic people contributed to democracy in the United States. | |
| I can tell how people relate to each other and the environment. | SS.1-1.1 | x | | | | Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols. | I can identify a familiar area of the neighborhood of local community on a simple map, using the legend and basic map symbols. | |
| I can understand how people relate to each other and the environment. | SS.1-1.3 | | | x | | Identify various natural resources (e.g., water, animals, plants, minerals) around the world. | I can identify various natural resources around the world. | |
| | SS.1-1.4 | | | x | | Compare the ways that people use land and natural resources in different settings around the world. Identify his or her personal connections to places, including home, school, neighborhood, and city or town. | I can compare the ways that people use land and natural resources around the world. | |
| | SS.1-4.1 | x | | | | Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication. | I can illustrate community life, including typical jobs. Tell how families, school, and community work together. Describe common methods of transportation and communication. | |

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| I can understand how individuals, families, and communities are alike and different around the world. | SS.1-4.2 | x | | | Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living. | I can tell how American families and families across the world are alike and different. | |
| | SS.1-4.3 | | | x | Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants. | I can identify the ways that families and communities in America and around the wolrd cooperate and compormise with one another in order to obtain goods and services to meet their needs and wants. | |
| | SS.1-4.4 | | | x | Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain. | I can explain how a lack of resources forces to family to make decisions about what they need and want. | |
| **Science** | | | | | | | |
| I can explain the properties of light and how shadows are formed. | 1. P.2A.1 | x | | | Obtain and communicate information to describe how light is required to make objects visible. | I can describe how light helps us to see. | |
| | 1.P.2A.2 | x | | | Analyze and interpret data from observations to compare how light behaves when it shines on different materials. | I can interpret how light acts on different materials. | |
| | 1.P.2A.3 | x | | | Conduct structured investigations to answer questions about how shadows change when the position of the light source changes. | I can explain how light effects shadows. | |
| | 1.P.2A.4 | x | | | Develop and use models to describe what happens when light shines on mirrors based on observations and data collected. | I can describe what happenes when light shines on a mirror. | |
| I can explain the patterns of the Sun and the Moon and how the Sun affects the Earth. | 1.E.3A.1 | | x | | Use, analyze and interpret data from observation to describe and predict seasonal patterns of sunrise and sunset. | I can describe and predict seasonal patterns of sunrise and sunset. | |
| | 1. E. 3A.2 | | x | | Use data from personal observations to describe, predict, and develop models to exemplify how the appearance of the moon changes over time in a predictable pattern. | I can describe and predict the moon's appearance. | |
| | 1.E.3A.3 | | x | | Obtain and communicate information to describe how technology has enabled the study of the Sun, the Moon, planets and stars. | I can describe how instruments help us study the sun, moon, planets, and stars. | |
| | 1.E.3A.4 | | x | | Conduct structured investigations to answer questions about the effect of sunlight on Earth's surface. | I can explain how sunlight effects Earth's surface. | |
| | 1.E.3A.5 | | x | | Define problems related to the warming effect of sunlight and design possible solutions to reduce its impact on a particular area. | I can describe and think of solutions to problems related to the warming effects of the sun. | |
| I can show my understanding of the characteristics and uses of Earth's natural resources. | 1.E.4A.1 | | | x | Analyze and interpret data from observation and measurements to compare the properties of Earth materials (including rocks, soils, sand and water). | I can compare the Earth's materials such as rocks, soils, sand, and water. | |
| | 1.E.4A.2 | | | x | Develop and use models (such as drawings or maps) to describe patterns in the distribution of land and water on Earth and classify bodies of water (including oceans, rivers, and streams, lakes, and ponds.) | I can use drawings or maps to describe patterns in the distrubution of land and water on Earth. | |
| | 1.E.4A.3 | | | x | Conduct structured investigations to answer questions about how the movement of water can change the shape of the land. | I can answer questions about how moving water can change the shape of the land. | |
| | 1.E.4B.1 | | | x | Obtain and communicate information to summarize how natural resources are used in different ways (such as soil and water to grow plants; rocks to make roads, walls or buildings; or sand to make glass). | I can summarize how natural resources are used in different ways. | |
| | 1.E.4B.2 | | | x | Obtain and communicate information to explain ways natural resources can be conserved (such as reducing trash through reuse, recycling, or replanting trees). | I can obtain and communicate ways to conserve natural resources. | |
| | 1.L.5A.1 | | | x | Obtain and communicate information to construct explanations for how different plant structures (including roots, stems, leaves, flowers, fruits, and seeds) help plants. survive, grow, and produce more plants. | I can explain how plant structures help them survive. | |

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## First Grade Standards

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| I can explain how plant structures help them survive and grow. | 1.L.5A.2 | | | | x | Construct explanations of the stages of development of a flowering plant as it grows from a seed using observations and measurements. | I can explain the stages of development of a flowering plant. | |
| | 1.L.5B.1 | | | | x | Conduct investigations to answer questions about what plants need to live and grow (including air, water, sunlight, minerals and space). | I can answer questions about what plants need to live and grow. | |
| | 1.L.5B.2 | | | | x | Develop and use models to compare how the different characteristics of plants help them survive in distinct environments (including deserts, forests, and grasslands). | I can describe how plants respond to environmental changes. | |
| | 1.L.5B.3 | | | | x | Analyze and interpret data from observations to describe how changes in the environment cause plants to respond in different ways (such as turning leaves toward the Sun, leaves changing color, leaves wilting, or trees shedding leaves). | I can describe how changes in the environment effect plant responses. | |

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