|  |  |  |  |
| --- | --- | --- | --- |
| English Language Arts | Observations | | |
|  | 1 | 2 | 3 |
| **RL1.1 – Ask and answer questions about key details in a text.** |  |  |  |
| RL1.10 – With prompting and support, read prose and poetry of appropriate  complexity for grade 1. |  |  |  |
| RI1.5 – 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. |  |  |  |
| **RF1.3 - Know and apply grade-level phonics and word analysis skills in decoding words.  c - Know final –e and common vowel team conventions for representing  long vowel sounds.** |  |  |  |
| **g - Recognize and read grade-appropriate irregularly spelled words.** |  |  |  |
| RF1.4 – Read with sufficient accuracy and fluency to support comprehension.  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.** |  |  |  |
| RL1.4- Identify words or phrases in stories or poems that suggest feeling. |  |  |  |
| RL1.5 – Explain major differences between books that tell stories and books that give  information, drawing on a wide reading of a range of text types. |  |  |  |
| RL1.9 – Compare and contrast the adventures and experiences of characters in  stories. |  |  |  |
| RL1.10 - With prompt and support, read prose and poetry of appropriate complexity for 1st grade. |  |  |  |
| RI1.3 - Describe the connection between two individuals, events, ideas, or pieces of  information in a text. |  |  |  |
| **RI1.8 – Identify the reasons an author gives to support points in a text.** |  |  |  |
| **RI1.9 – Identify basic similarities in and differences between two texts on the  same topic (e.g., in illustrations, descriptions, or procedures).** |  |  |  |
| RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  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. |  |  |  |
| g –Recognize and read grade-appropriate irregularly spelled words. |  |  |  |
| RF1.4 – Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding. |  |  |  |
| **W1.2 – Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.** |  |  |  |
| W1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. |  |  |  |
| W1.7 – 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). |  |  |  |
| W1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |  |  |  |
| **L1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   c-Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).** |  |  |  |
| g - Use frequently occurring conjunctions (e.g., and, but, or, so, because). |  |  |  |
| j - Produce and expand complete simple and compound declarative,   interrogative, imperative, and exclamatory sentence in response to prompts. |  |  |  |
| L1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize dates and names of people. |  |  |  |
| 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. |  |  |  |
| W1.3 - 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. |  |  |  |
| **W1.5 - 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.** |  |  |  |
| L1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  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.). |  |  |  |
| i. Use frequently occurring prepositions (eg., during, beyond, toward) |  |  |  |
| L1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize dates and names of people. |  |  |  |
| c. Use commas in dates and to separate single words in a series. |  |  |  |
| SL1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  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. |  |  |  |
| SL1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |  |  |  |
| SL1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |  |  |  |
| L1.5 With guidance and support from adults, explore 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. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mathematics** | | | | |
|  | | Observations | | |
| 1 | 2 | 3 |
| 1.G.1 | Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. |  |  |  |
| 1.G.2 | Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Note: Students do not need to learn formal names such as “right rectangular prism.”) |  |  |  |
| 1.OA.6 | 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). |  |  |  |
| 1.OA.1 | 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. |  |  |  |
| 1.OA.7 | Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.  For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. |  |  |  |
| 1.OA.8 | Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = o – 3, 6 + 6 = o. |  |  |  |
| 1.NBT.5 | Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. |  |  |  |
| 1.NBT.6 | Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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. |  |  |  |