

First Grade

Essential and Supporting Standards

Reading Literature	
Essential Standards	Supporting Standards
RL 1.1 - Ask and answer questions about key details in a text.	RL 1.2 - Retell stories, including key details, and be able to demonstrate an understanding of their central message or lesson.
RL 1.3 - Describe characters, settings, and major events in a story, using key details.	RL 1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (e.g., “soon the round moon was shining” from “Owl and the Moon” found in Owl at Home by Arnold Lobel).
RL 1.9 - Compare and contrast the adventures and experiences of characters in stories.	RL 1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	RL 1.7 - Use illustrations and details in a story to describe its characters, setting, or events.
	RL 1.10 - With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

Reading Information Text	
Essential Standards	Supporting Standards
RI 1.1 - Ask and answer questions about key details in a text.	RI 1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI 1.2 - Identify the main topic and retell key details of a text.	RI 1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI 1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI 1.7 - Use the illustrations and details in a text to describe its key ideas.
RI 1.5 - 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.	RI 1.8 - Identify the reasons an author gives to support points in a text.

	RI 1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
	RI 1.10 - With prompting and support, read informational texts appropriately complex for Grade 1.

Reading Foundational Skills	
Essential Standards	Supporting Standards
RF 1.1A - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	RF 1.3D - Read words with inflectional endings.
RF 1.2A - Distinguish long from short vowels in spoken one-syllable words.	RF 1.3F - Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> • Compound words (e.g., cup/cake, cow/boy) • Consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle) • VC/CV (e.g., nap/kin, hap/py, stam/pede) • V/CV (e.g., bo/nus)
RF 1.2B - Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.	
RF 1.2C - Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.	
RF 1.2D - Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).	
RF 1.2E - Delete a syllable from a word (e.g., say “remember” not say it without the “re”).	
RF 1.2F - Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.	
RF 1.2G - Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).	

RF 1.3A - Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck).	
RF 1.3B - Know the letter/sound correspondences <ul style="list-style-type: none"> ● Silent e (e.g., a-e, e-e, i-e, o-e, u-e) ● Vowel teams <ul style="list-style-type: none"> ○ Vowel digraphs (e.g., ee, oo, ai, ay, ea) 	
RF 1.3C - Recognize and read grade appropriate irregularly spelled words	
RF 1.3E - Decode regularly spelled one-syllable words that follow syllable types: <ul style="list-style-type: none"> ● Closed syllable ● Open syllable ● Vowel-consonant-e ● Vowel teams ● R-controlled ● consonant-le 	

ENDURING STANDARDS

End of the Year Goals

<p>RF 1.4A - Read grade-level text with purpose and understanding.</p> <ul style="list-style-type: none"> ● Understand the different purposes for reading (entertainment, to learn something, to find more information about a topic and so on) ● Make and confirm predictions in texts read aloud by the teacher ● Determine the purpose of the text before reading an on-grade level text
<p>RF 1.4B - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <ul style="list-style-type: none"> ● Actively listen to examples of how reading rate can be adjusted and adapted to suit purpose and understanding ● Read and decode on-grade level words with increasing automaticity ● Distinguish between interrogative, declarative, and exclamatory sentences

Writing	
Essential Standards	Supporting Standards
W 1.3 - Write narratives in which they recount two or more appropriately sequences events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W 1.1 - Write an opinion 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.
	W 1.2 - Write informative/explanatory texts in

	which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W 1.2C - Use linking words and phrases (e.g., also, another, and more, but) to connect ideas within categories of information.
	W 1.5 - 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.
	W 1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish some writing including in collaboration with peers.
	W 1.7 - 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).
	W 1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W 1.10 - Write routinely over short time frames for a range of discipline-specific tasks, purpose, audiences.

Speaking and Listening	
Essential Standards	Supporting Standards
	SL 1.1A - 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 1.1B - Continue conversations by responding to the comments of others through multiple exchanges.
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	SL 1.2 - Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.

	SL 1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
	SL 1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL 1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL 1.6 - Produce complete sentences when appropriate to task and situation.

Language	
Essential Standards	Supporting Standards
L 1.1H - Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> Use appropriate spacing to separate words in a sentence. 	L 1.1B - Use common, proper, and singular possessive nouns (e.g., dog, dog's; Skippy, Skippy's).
	L 1.1C - 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.) <ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop.).
L 1.2B - Use end punctuation for sentences.	L 1.1D - Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).
	L 1.1E - Use adjectives. <ul style="list-style-type: none"> Use determiners, noun markers, to add specificity (e.g., a book, the book).
	L 1.1F - Use conjunctions (e.g., and, but, or, so).
	L 1.1G - Use prepositions (e.g., during , beyond, toward).
	L 1.1K - Print all upper- and lowercase letters with proper letter formation.
	L 1.2A - Capitalize the first word in sentences,

	the pronoun I, dates, and names of people.
	L 1.2C - Use commas in dates and to separate single words in a series.
	<p>L 1.2D - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <ul style="list-style-type: none"> • Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.
	L 1.4A - Use sentence-level context as a clue to the meaning of a word or phrase.
	L 1.4B - Use frequently occurring affixes as a clue to the meaning of a word.
	L 1.4C - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
	L 1.5A - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	L 1.5B - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
	L 1.5C - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	L 1.5D - 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.
	L 1.6 - 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).

Kindergarten

Math Essential and Supporting Standards

Counting and Cardinality (CC)	
Essential Standards	Supporting Standards
<p>K.CC.A.1- Count to 100 by ones, fives, and tens</p>	<p>K.CC.B.7- Compare two numbers between 0 and 20 presented as written numerals <i>Note:</i> The use of the symbols for greater than/less than should not be introduced in this grade level. Appropriate terminology to use would be more than, less than, or the same as.</p>
<p>K.CC.A.2 - Count forward, by ones, from any given number up to 100</p>	
<p>K.CC.A.3 - Read, write, and represent numerals from 0 to 20</p> <p><i>Note:</i> K.CC.A.3 addresses the writing of numbers and using the written numerals 0-20 to describe the amount of a set of objects. Due to varied progression of fine motor and visual development, a reversal of numerals is anticipated for the majority of students. While reversals should be pointed out to students, the emphasis is on the use of numerals to represent quantities rather than the correct handwriting of the actual number itself.</p>	
<p>K.CC.C.4- Understand the relationship between numbers and quantities; connect counting to cardinality When counting objects:</p> <ul style="list-style-type: none"> ● Say the numbers in order, pairing each object with only one number and each number with only one object (one to one correspondence) ● Understand that the last number said tells the number of objects counted ● Understand that each successive number refers to a quantity that is one larger <p><i>Note:</i> Students should understand that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	

<p>K.CC.A.5- Count to answer “how many?”</p> <ul style="list-style-type: none"> • Count up to 20 objects in any arrangement • Count up to 10 objects in a scattered configuration • Given a number from 1-20, count out that many objects <p><i>Note:</i> As students progress they may first move the objects, counting as they move them. Students may also line up objects to count them. If students have a scattered arrangement, they may touch each item as they count it, or if students have a scattered arrangement, they may finally be able to count them by visually scanning without touching the items.</p>	
<p>K.CC.B.6- Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10 For example: Use matching and counting strategies to compare values.</p>	
<p>K.CC.C.8- Quickly identify a number of items in a set from 0-10 without counting (e.g., dominoes, dot cubes, tally marks, ten-frames)</p>	

Number and Operations in Base Ten

Essential Standards	Supporting Standards
<p>K.NBT.A.1- Develop initial understanding of place value and the base-ten number system by showing equivalent forms of whole numbers from 11 to 19 as groups of tens and ones using objects and drawings</p>	

Measurement and Data (MD)

Essential Standards	Supporting Standards
	<p>K.MD.A.1- 1 Describe several measurable attributes of a single object, including but not limited to length, weight, height, and temperature <i>Note:</i> Vocabulary may include short, long, heavy, light, tall, hot, cold, warm, or cool.</p>
	<p>K.MD.C.2- Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more or less of the common attribute <i>Note:</i> Vocabulary may include shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.</p>
	<p>K.MD.A.4-</p>

	<ul style="list-style-type: none"> • Understand concepts of time including morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year • Understand that clocks, both analog and digital, and calendars are tools that measure time
	<p>K.MD.C.5- Read time to the hour on digital and analog clocks</p> <p><i>Note:</i> This is an introductory skill and is addressed more formally in the upcoming grade levels</p>
	<p>K.MD.C.6- Identify pennies, nickels, and dimes, and know the value of each</p> <p><i>Note:</i> This is an introduction to a skill and is addressed more formally in the upcoming grade levels.</p>
	<p>K.MD.B.3- Classify, sort, and count objects using both measurable and non-measurable attributes such as size, number, color, or shape</p> <p><i>Note:</i> Limit category count to be less than or equal to 10. Students should be able to give the reason for the way the objects were sorted.</p>

Operations and Algebraic Thinking (OA)	
Essential Standards	Supporting Standards
<p>K.OA.A.2- Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem)</p>	<p>K.OA.A.1- Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., $2+3$), or equations (e.g., $2+3 =$)</p> <p><i>Note:</i> Expressions and equations are not required but are recommended by the end of Kindergarten.</p>
<p>K.OA.A.3- Use objects or drawings to decompose (break apart) numbers less than or equal to 10 into pairs in more than one way, and record each decomposition (part) by a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$)</p> <p><i>Note:</i> Students should see equations and be encouraged to recognize that the two parts make the whole. However, writing equations is not required.</p>	
<p>K.OA.A.4- Find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation</p> <p><i>Note:</i> Use of different manipulatives such as ten-frames, cubes, or two-color counters, assists students in visualizing these number pairs.</p>	

<p>K.OA.A.5- Fluently add and subtract within 10 by using various strategies and manipulatives</p> <p><i>Note:</i> Fluency in this standard means accuracy (correct answer), efficiency (a reasonable amount of steps), and flexibility (using various strategies). Fluency is developed by working with many different kinds of objects over an extended period of time. This objective does not require the students to instantly know the answer.</p>	
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Geometry	
Essential Standards	Supporting Standards
<p>K.G.A.1- Describe the positions of objects in the environment and geometric shapes in space using names of shapes, and describe the relative positions of these objects</p> <p><i>Note:</i> Positions could be inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, to the right of, or beside.</p>	<p>K.G.B.5- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and by drawing shapes (Teach with 2D in September and 3D in January)</p>
<p>K.G.A.2- Correctly name shapes regardless of their orientations or overall size</p> <p><i>Note:</i> Orientation refers to the way the shape is turned (upside down, sideways).</p>	<p>K.G.B.6- Compose two-dimensional shapes to form larger two-dimensional shapes For example: Join two squares to make a rectangle or join six equilateral triangles to form a hexagon.</p>
	<p>K.G.A.3- Identify shapes as two-dimensional (flat) or three-dimensional (solid)</p>
	<p>K.G.A.4- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length) <i>Note:</i> 2-D shapes: squares, circles, triangles, rectangles, and hexagons 3-D shapes: cube, cone, cylinder, and sphere</p>