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|  | **English Language Arts** |
|  | ELA.01.L.1b\_Q3  | **L1.1b -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use common, proper, and possessive nouns. |
|  | ELA.01.L.1c\_Q3 | **L1.1c -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops. We hop.*). |
|  | ELA.01.L.1g\_Q3 | **L1.1g -** Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). |
|  | ELA.01.L.1h\_Q3 | **L1.1h -** Use determiners (e.g., articles, demonstratives). |
|  | ELA.01.L.1j\_Q3 | **L1.1j -** Produce and expand complete simple and **compound** declarative, interrogative, imperative, and exclamatory sentence in response to prompts. |
|  | ELA.01.L.2a\_Q3 | **L1.2a -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. |
|  | ELA.01.L.2c\_Q3 | **L1.2c -** Use commas in dates and to separate single words in a series |
|  | ELA.01.L.2d\_Q3 | **L1.2d -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
|  | ELA.01.L.4a\_Q3 | **L1.4a** – 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. Use sentence –level context as a clue to the meaning of a word or phrase. |
|  | ELA.01.L.4b\_Q3 | **L1.4b** – Use frequently occurring affixes as a clue to the meaning of a word. |
|  | ELA.01.L.4c\_Q3 | **L1.4c** – Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). |
|  | ELA.01.RF.3d\_Q3 | **FS1.3d** – Know and apply grade-level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
|  | ELA.01.RF.3e\_Q3 | **FS1.3e -** Decode two-syllable words following basic patterns by breaking the words into syllables. |
|  | ELA.01.RF.3\_Q3 | **FS1.3g** –Recognize and read grade-appropriate irregularly spelled words. |
|  | ELA.01.RF.4a\_Q3 | **FS1.4a** – Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. |
|  | ELA.01.RF.4b\_Q3 | **FS1.4b** – Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with **accuracy**, appropriate rate, and expression on successive readings. |
|  | ELA.01.RF.4c\_Q3 | **FS1.4c** – Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|  | ELA.01.RI.5\_Q3 | **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. |
|  | ELA.01.RI.8\_Q3 | **RI1.8** – Identify the reasons an author gives to support points in a text. |
|  | ELA.01.RI.9\_Q3 | **RI1.9** – Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
|  | ELA.01.RL.1\_Q3 | **RL1.1** – Ask and answer questions about key details in a text. |
|  | ELA.01.RL.5\_Q3 | **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. |
|  | ELA.01.RL.9\_Q3 | **RL1.9** – Compare and contrast the adventures and experiences of characters in stories. |
|  | ELA.01.RL.10\_Q3 | **RL1.10** – With prompting and support, read prose and poetry of appropriate complexity for grade 1. |
|  | ELA.01.SL.1b\_Q3 | **SL1.1b** – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. |
|  | ELA.01.SL.1c\_Q3 | **SL1.1c** – Ask questions to clear up any confusion about the topics and texts under discussion. |
|  | ELA.01.SL.3\_Q3 | **SL1.3** – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
|  | ELA.01.SL.5\_Q3 | **SL1.5 -** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
|  | ELA.01.W.2\_Q3 | **W1.2** – Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
|  | ELA.01.W.3\_Q3 | **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. |
|  | ELA.01.W.5\_Q3 | **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. |
|  | ELA.01.W.6\_Q3 | **W1.6 -** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. |
|  | ELA.01.W.7\_Q3 | **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). |
|  | ELA.01.W.8\_Q3 | **W1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

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| **Mathematics** |
|  | MA.1.G.1\_Q3 | **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. |
|  | MA.1.G.2\_Q3 | **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 fromthe composite shape. |
|  | MA.1.OA.6\_Q3 | **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 betweenaddition 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). |
|  | MA.1.OA.7\_Q3 | **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.* |
|  | MA.1.OA.8\_Q3 | **1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the* *unknown number that makes the equation true in each of the equations 8 +* *? = 11, 5 =* 􀃍 *– 3, 6 + 6 =* 􀃍*.* |
|  | MA.1.NBT.4\_Q3 | **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction;relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. |
|  | MA.1.NBT.5\_Q3 | **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. |
|  | MA.1.NBT.6\_Q3 | **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 thestrategy to a written method and explain the reasoning used. |