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| **English Language Arts** |
|  | **L1.1a -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. |
|  | **L1.1d -** Use personal possessive and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). |
|  | **L1.1f -** Use frequently occurring adjectives. |
|  | **L1.2b -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use end punctuation for sentences. |
|  | **L1.2e -** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
|  | **L1.4** – 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. |
|  | **L1.5a** – With guidance and support from adults, explore word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
|  | **L1.5b –** Define words by category and one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). |
|  | **FS1.1a** – Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
|  | **FS1.2b** – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes) including consonant blends. |
|  | **FS1.2c** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words |
|  | **FS1.2d** – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
|  | **FS1.3a** – Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs. |
|  | **FS1.3b** – Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words. |
|  | **RI1.1 -** Ask and answer questions about key details in a text. |
|  | **RI1.2 -** Identify the main topic and retell key details of a text. |
|  | **RI1.4 -** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
|  | **RI1.7** - Use the illustrations and details in a text to describe the key ideas. |
|  | **RL1.1** – Ask and answer questions about key details in a text. |
|  | **RL1.2 -** Retell stories, including key details, and demonstrates understanding of their central message or lesson. |
|  | **RL1.7** – Use illustrations and details in a story to describe its characters. |
|  | **SL1.1a** – Participate in collaborative conversations with diverse partners about *grade 1 topics* *and texts* with peers and adults in small and larger groups. 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). |
|  | **SL1.1c** – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask questions to clear up any confusion about the topics and texts under discussion. |
|  | **SL1.6** – Produce complete sentences when appropriate to task and situation. |
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|  | **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. |

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| **Mathematics** |
|  | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |
|  | **1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. |
|  | **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. (Note: See Glossary, Table 1.) |
|  | **1.OA.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 equations with a symbol for the unknown number to represent the problem. |
|  | **1.OA.3** Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* |
|  | **1.OA.4** Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number thatmakes 10 when added to 8.* |
|  | **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). |