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| **English Language Arts** |
|  | ELA.01.L.1i\_Q4  | **L1.1i -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring prepositions (e.g., *during, beyond, toward*). |
|  | ELA.01.L.1j\_Q4 | **L1.1j -** Produce and expand complete simple and compounddeclarative, interrogative, imperative, and exclamatory sentence in response to prompts. |
|  | ELA.01.L.6\_Q4 | **L1.6 -** 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*). |
|  | ELA.01.RF.3c\_Q4 | **FS1.3c -** Know and apply grade-level phonics and word analysis skills in decoding words. Know final –e and common vowel team conventions for representing long vowel sounds. |
|  | ELA.01.RF.3g\_Q4 | **FS1.3g -** Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words. |
|  | ELA.01.RF.4a\_Q4 | **FS1.4a** – Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. |
|  | ELA.01.RF.4b\_Q4 | **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\_Q4 | **FS1.4c** – Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|  | ELA.01.RI.3\_Q4 | **RI1.3** – Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
|  | ELA.01.RI.9\_Q4 | **RI1.9** – Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
|  | ELA.01.RI.10\_Q4 | **RI1.10** – With prompting and support, read informational texts appropriately complex for grade 1. |
|  | ELA.01.RL.2\_Q4 | **RL1.2** – Retell stories, including key details, and demonstrates understanding of their central message or lesson. |
|  | ELA.01.RL.5\_Q4 | **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.6\_Q4 | **RL1. 6** – Identify who is telling the story at various points in a text. |
|  | ELA.01.RL.9\_Q4 | **RL1.9** – Compare and contrast the adventures and experiences of characters in stories. |
|  | ELA.01.SL.1b\_Q4 | **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\_Q4 | **SL1.1c** – Ask questions to clear up any confusion about the topics and texts under discussion. |
|  | ELA.01.SL.4\_Q4 | **SL1.4 -** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
|  | ELA.01.W.1\_Q4 | **W1.1 -** Write opinion pieces 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. |
|  | ELA.01.W.5\_Q4 | **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\_Q4 | **W1.6 -** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. |

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| **Mathematics** |
|  | MA.1.NBT.4\_Q4 | **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.MD.1\_Q4 | **1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. |
|  | MA.1.MD.2\_Q4 | **1.MD.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to* *contexts where the object being measured is spanned by a whole number of* *length units with no gaps or overlaps.* |
|  | MA.1.MD.4\_Q4 | **1.MD.4** 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. |
|  | MA.1.G.3\_Q4 | **1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. |