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| **English Language Arts** | |
|  | **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.*). |
|  | **L1.1e -** 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*). |
|  | **L1.1j -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete **simple** and compound declarative, interrogative, imperative, and exclamatory **sentence** in response to prompts. |
|  | **L1.2a -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. |
|  | **L1.2d -** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
|  | **L1.4c -** 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*.* Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). |
|  | **L1.5c** – With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at home that are cozy). |
|  | **L1.5d** – 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. |
|  | **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*). |
|  | **FS1.2a** – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words |
|  | **FS1.3a** – Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs. |
|  | **FS1.3f -** Know and apply grade-level phonics and word analysis skills in decoding words. Read words with inflectional endings. |
|  | **FS1.4a** – Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. |
|  | **RI1.2** – Identify the main topic and retell key details. |
|  | **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. |
|  | **RI1.6** – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
|  | **RI1.7** – Use illustrations and details in a text to describe the key ideas. |
|  | **RI1.10** - With prompting and support, read informational texts appropriately complex for grade 1. |
|  | **RL1.2 -** Retell stories, including key details, and demonstrates understanding of their central message or lesson. |
|  | **RL1.3** – Describe characters, settings, and major events in a story, using key details. |
|  | **RL1.4** – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
|  | **RL1.5** – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types. |
|  | **RL1.7** – Use illustrations and details in a story to describe its characters, setting, or events. |
|  | **RL1.9** – Compare and contrast the adventures and experiences of characters in stories. |
|  | **SL1.2** – Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
|  | **SL1.4** – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
|  | **W1.2 -** Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
|  | **W1.3 -** 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. |
|  | **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. |
| **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.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:  a. 10 can be thought of as a bundle of ten ones – called a “ten.”  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens(and 0 ones). | |
|  | **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.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | |
|  | **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.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 =* *– 3, 6 + 6 =* . | |
|  | **1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. | |
|  | **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. | |