

Grade 1

Reading

Phonemic Awareness

- Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at)
- Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n)
- Isolating phonemes in single syllable words (e.g., "tell me the first sound in 'mop';" "tell me the last sound in 'mop,'" "tell me the middle sound in 'mop.'")
- Deleting phonemes in one-syllable words ("what is "crust" without the 'c'?"")
- Producing pairs of rhyming words
- Counting syllables in 1 to 4-syllable words

Concepts of Print

- Identifying title, author, illustrator
- Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)
- Demonstrating 1-1 matching of words spoken to words in print

Fluency and Accuracy

- Accuracy: reading material appropriate for the end of grade 1 with at least 90-94% accuracy
- Fluency: reading previously-introduced or previously read grade-appropriate text with oral fluency rates of at least 50-80 words correct per minute
- Fluency: reading grade-appropriate text in a way that makes meaning clear, and demonstrates phrasing, expression, and attention to end punctuation

Word Identification Skills and Strategies

- Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge
- EXAMPLES (regularly spelled one and two syllable words): bat, kitten, classroom
- Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing))
- Reading grade-level appropriate words (in connected text)
- Reading grade appropriate, high-frequency words (that include irregularly spelled words – said; contractions – I'm)

Vocabulary Strategies

- Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions during read-alouds or text reading)

Breadth of Vocabulary

- Identifying synonyms and antonyms to connect new words to known words
- Selecting appropriate words to use in context
- Describing words in terms of categories, (e.g., A mallard is a kind of duck.), functions (e.g., Scissors are used for cutting.), or features (e.g., A rectangle has four sides.)

Initial Understanding of Literary Texts

- Identifying characters or setting in a story

- Responding to simple questions about a book's content (e.g., Where did Sylvester go?)
- Retelling the beginning, middle, and end of a story
- Generating questions before, during, and after reading
- Distinguishing between literary and informational texts
- Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., "teeny-tiny") EXAMPLE: In Brown Bear, Brown Bear, what words are repeated in the story?

Analysis and Interpretation of Literary Text, Citing Evidence

- Making predictions about what might happen next, and telling why the prediction was made
- Identifying physical characteristics, personality traits, or possible motives of main characters
- Making basic inferences about the text EXAMPLE: Why did the wolf want to blow down each pig's house?

Generates a Personal Response

- Comparing stories or other texts to personal experience, prior knowledge or to other texts

Initial Understanding of Informational Text (Expository and Practical Text across Content Areas)

- Obtaining information, using text features (e.g., title and illustration) EXAMPLE: From the title, what do we think this book will tell us?
- Using explicitly stated information to answer questions EXAMPLE: Where do penguins live?
- Generating questions before, during, and after reading
- Distinguishing between literary and informational texts

Analysis and Interpretation of Informational Text (Expository and Practical Text across Content Areas), Citing Evidence

- Telling what was learned EXAMPLE: What do penguins eat? Show me where you found that information?
- Identifying the topic of the text or explaining the title EXAMPLE: What is this about?
- Making basic inferences or drawing basic conclusions EXAMPLE: From what we just read, why do you think firefighters wear special uniforms? Explain your reasons.
- Identifying facts presented in text

Reading Strategies: Strategies for Monitoring and Adjusting Reading

- Monitoring own reading for meaning and self-correcting when attempt to identify or predict words does not fit with cues provided by the print or the context (e.g., syntax/ language structure, semantics/ meaning, picture)

Reading Comprehension Strategies

- Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text- based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world)

Reading Widely and Extensively

- Reading with frequency, including in-school, out-of-school, and summer reading
- Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts)

Participating in Literate Community

- Self-selecting reading materials aligned with reading ability and personal interests
- Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

Communication

Interactive Listening

- Following simple verbal instructions and directions
- Responding to or reacting to stories, songs or poems by using simple words, phrases, and sentences
- Participating in large group discussions to show understanding
- Understanding that communicating is verbal and nonverbal
- Attending to speaker and waiting for appropriate turn to speak

Make Oral Presentations

- Orally ordering ideas in a sequence or tell a familiar story
- Using various forms of linguistic elements and structures (e.g., saying "Please" in a command, asking about the weather as a form of polite address, stating a question in affirmative form, etc.)
- Telling/ retelling stories using details
- Providing appropriate feedback to audience
- Recognizing role of audience

Habit of Writing: Writing Process

- Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. Note: students at this level will only be pre-writing and drafting.

Structures of Language – Applying Understanding of Sentences, Paragraphs, and Text Structures –

Structures of Language are assessed within all genres of writing

- Writing recognizable short sentences
- Distinguishing between letters, words, and sentences
- Applying directionality as appropriate to text (e.g., left to right, top to bottom)

Reading-Writing Connection: Writing in Response to Literary or Informational Text-Showing

Understanding of Ideas in Text

- Representing understanding of text through pictures, "words," "sentences," or some combination

Reading-Writing Connection: Writing in Response to Literary or Informational Text-Making Analytical Judgments about Text

- Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination)
- Organizing ideas by using a beginning and an ending given a structure

Expressive Writing: Narratives – Creating a Story Line

- Creating an understandable story line, when given a structure (may take form of words or pictures or some combination)

Expressive Writing: Narratives – Applying Narrative Strategies

- Creating character(s) (may take form of words or pictures or some combination)
- Writing about observations and experiences
- Extending ideas

Informational Writing - Reports, Procedures, or Persuasive Writing

- Sorting and classifying facts
- Representing facts through pictures, "words," "sentences," or some combination
- Listing steps of a procedure in a logical order, with instructional support
- Using pictures to create meaning
- Including details/information relevant to topic (details/information may take the form of pictures with captions, "words", "sentences", or some combination)

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics - Conventions are assessed within all genres of writing

- Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed)
- Correctly spelling many common words (e.g., had, can, including own first name)

Mathematics

Number and Operations

- Demonstrates conceptual understanding of rational numbers with respect to: whole numbers from 0 to 100 using place value, by applying the concepts of equivalency in composing or decomposing numbers; and in expanded notation using models, explanations, or other representations; and positive fractional numbers (benchmark fractions: $\frac{a}{2}$, $\frac{a}{3}$, or $\frac{a}{4}$, where a is a whole number greater than 0 and less than or equal to the denominator) as a part to whole relationship in area models where the denominator is equal to the number of parts in the whole using models, explanations, or other representations.
- Demonstrates understanding of the relative magnitude of numbers from 0 to 100 by ordering whole numbers; by comparing whole numbers to each other or to benchmark whole numbers (5, 10, 25, 50, 75, 100); by demonstrating an understanding of the relation of inequality when comparing whole numbers by using "1 more", "1 less", "5 more", "5 less", "10 more", "10 less"; and by connecting number words (from 0 to 20) and numerals (from 0 to 100) to the quantities and positions that they represent using investigations, models, representations, or number lines.
- Demonstrates conceptual understanding of mathematical operations through investigations involving addition and subtraction of whole numbers (from 0 to 30) by solving problems involving joining actions, separating actions, part-part whole relationships, and comparison situations; and addition of multiple one-digit whole numbers.
- Demonstrates understanding of monetary value knowing the names and values for coins (penny, nickel, dime, and quarter); and by adding collections of like coins together to a sum no greater than \$1.00.

- Mentally adds and subtracts whole numbers by naming the number that is one or two more or less than the original number; and adds and subtracts whole number facts to ten (e.g., $5 + 3 = 8$; $8 - 5 = 3$). (IMPORTANT: The intent of this GLE is to embed mental arithmetic throughout the instructional program, not to teach it as a separate unit.)
- Makes estimates of the number of objects in a set (up to 30) and revises estimates as objects are counted (e.g., A student estimates the number of pennies in a jar as 28. Then the student counts the first 10 and makes another estimate based on those that have been counted and those that remain in the jar.)(IMPORTANT: Estimation should be imbedded instructionally throughout all strands.)
- Applies properties of numbers (odd, even, composition, and decomposition [e.g., 5 is the same as $2 + 3$]) and field properties (commutative and identity for addition) to solve problems and to simplify computations involving whole numbers.

Geometry and Measurement

- Uses properties, attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by a combination of two non-measurable or measurable attributes; and recognizes, names, builds, and draws polygons and circles in the environment.
- Given an example of a three-dimensional geometric shape (rectangular prisms, cylinders, or spheres) finds examples of objects in the environment that are of the same geometric shape (e.g., show a wooden cylinder and students identify common objects of the same shape).
- Demonstrates conceptual understanding of congruency by making mirror images and creating shapes that have line symmetry.
- Demonstrates conceptual understanding of the length/height of a two-dimensional object using non-standard units (e.g. comparing objects to trains of small cubes, using iterations of a small unit to measure an object).
- Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); compares objects visually, with direct comparison, and using non-standard units.
- Determines elapsed and accrued time as it relates to calendar patterns (days of the week, months of the year), the sequence of events in a day; and recognizes an hour and “on the $\frac{1}{2}$ hour”.
- Demonstrates understanding of spatial relationships using location and position by using positional words (e.g., close by, on the right, underneath, above, beyond) to describe one location in reference to another on a map, in a diagram, and in the environment.

Functions and Algebra

- Identifies and extends to specific cases a variety of patterns (repeating and growing [numeric and non-numeric]) represented in models, tables, or sequences by extending the pattern to the next one, two, or three elements, by finding a missing element (e.g., 2, 4, 6, ____, 10), or by

translating repeating patterns across formats (e.g., an abb pattern can be represented as snap, clap, clap; or red, yellow, yellow; or 1,2,2).

- Demonstrates conceptual understanding of equality by finding the value that will make an open sentence true (e.g., $2 + \square = 7$) using models, verbal explanations, or written equations. (limited to one operation and limited to use addition or subtraction)

Data, Statistics, and Probability

- Interprets a given representation created by the class (models, tally charts, pictographs with one-to-one correspondence, and tables) to answer questions related to the data, or to analyze the data to formulate conclusions using words, diagrams, or verbal/scribed responses to express answers
- Analyzes patterns, trends or distributions in data in a variety of contexts by determining or using more, less, or equal.
- For a probability event in which the sample space may or may not contain equally likely outcomes, uses experiments to describes the likelihood or chance of an event (using “more likely,” “less likely”, or “equally likely”).