

First Grade Parent-Friendly Standards

2018-2019 Standards by Quarter- First Grade									
ENGLISH LANGUAGE ARTS									
Inquiry-Based ELA standards but can be embedded in all subject areas. Therefore, they will not be taught in isolation nor graded on the report card in isolation.									
Key Ideas	SC-CCR Standards	Q1	Q2	Q3	Q4	SC-CCR Indicators	SC-CCR Indicators	Parent-Friendly Standards	
Principles of Reading	Standard 1- Demonstrate understanding of the organization and basic features of print.	x				1-RL.1.1, 1-RI.1.1	Recognize the distinguishing features of a sentence.	Recognize the first word, capitalization, and ending punctuation.	
	Standard 2- Demonstrate understanding of spoken words, syllables, and sounds.			x			1-RL.2.2, 1-RI.2.2	Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	Say one-syllable words by blending sounds.
				x			1-RL.2.3, 1-RI.2.3	Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	Isolate and say the beginning, middle, and ending sounds in one-syllable words.
				x			1-RL.2.4, 1-RI.2.4	Segment spoken single-syllable words into their complete sequence of individual sounds.	Segment and say each sound in a one-syllable word.
					x		1-RL.2.1, 1-RI.2.1	Distinguish long from short vowel sounds in spoken single-syllable words.	Tell the difference between a long vowel sound from a short vowel sound in spoken one-syllable words.
	Standard 3- Know and apply grade-level phonics and word analysis skills when decoding words.			x			1-RL.3.5, 1-RI.3.5	Read words with inflectional endings.	Read words with a group of letters that are added to change meaning.
					x		1-RL.3.1, 1-RI.3.1	Demonstrate the sound correspondences for common consonant blends and digraphs.	Make the most common sound for each consonant blend (when two or more consonants are blended together but each sound is heard) and digraphs (two consonants are blended but only one sound is heard).
						x	1-RL.3.2, 1-RI.3.2	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	Every syllable has a vowel sound. Student identifies the number of syllables in words.
						x	1-RL.3.3, 1-RI.3.3	Read a two-syllable word by breaking the word into syllables.	Read a two-syllable word by breaking the word into syllables.
						x	1-RL.3.4, 1-RI.3.4	Use final -e and common vowel team conventions to read words with long vowel sounds.	Read words with long vowel sounds that have a vowel with -e at the end or two vowels together.
						x	1-RL.3.6, 1-RI.3.6	Recognize and read grade-appropriate irregularly spelled words.	Read grade level high frequency words.
	Standard 4- Read with sufficient accuracy and fluency to support comprehension.		x				1-RL.4.1, 1-RI.4.1	Read grade-level texts with purpose and understanding.	Read grade-level texts with purpose and understanding.
			x				1-RL.4.2, 1-RI.4.2	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	Read grade level texts independently with few errors, at an appropriate speed, and with feeling that matches the text.
			x				1-RL.4.3, 1-RI.4.3	Use context to confirm or self-correct word recognition and understanding rereading as necessary.	Checks the word(s) before and after the unknown word read to confirm that it is correct or correct the word. Rereads the sentence to check or confirm as needed.

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Meaning and Context	Standard 5- Determine meaning and develop logical interpretation by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretation.	x				1-RL.5.1, 1-RI.5.1	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	Ask and answer questions about key details in a text to figure out what is not directly said in the story.
		x				1-RL.5.2, 1-RI.5.1	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	Ask and answer questions to make a guess about what may happen using what is known about the text.
	Standard 6- Summarize key details and ideas to support analysis of central ideas .			x		1-RI.6.1	Retell the central idea and key details to summarize a text heard, read, or viewed.	Retell a brief statement of the central (main) idea and details of a story.
	Standard 6- Summarize key details and ideas to support analysis of thematic development .				x	1-RL.6.1	Describe the relationship between the illustrations and the characters, setting, or events.	Describe the connection between the pictures, characters, places, and events in a story.
	Standard 7- Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.		x			1-RI.7.1	Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	Compare and contrast topics or ideas within informational texts.
	Standard 7- Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.			x		1-RL.7.1	Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	Retell the beginning, middle, and end of the story using key details to determine the theme or overall message.
					x	1-RL.7.2	Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	Compare and contrast texts by author or category of story.
	Standard 8- Analyze characters, settings, events, and ideas as they develop and interact within a particular context.			x		1-RL.8.1a	Read or listen closely to describe characters' actions, and feelings.	Describe characters' actions and how they feel.
				x		1-RL.8.1b	Read or listen closely to compare and contrast characters' experiences to those of the reader.	Compare and contrast the characters' experiences to your own experiences.
				x		1-RL.8.1c	Read or listen closely to describe setting.	Describe the time and/or place that a story happens.
				x		1-RL.8.1d	Read or listen closely to identify the plot including problem and solution.	Describe the main events of the story. Identify what goes wrong and how the problem is fixed.
				x		1-RL.8.1e	Read or listen closely to describe cause and effect relationships.	Describe what events happen in the story and why they happen.

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Language, Craft, and Structure	<p>Standard 9- Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p>	x				1-RL.9.1	Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	Identify rhythm, rhyme, repeated words, similes when comparing one word to another, words that represent a noise (onomatopoeia), and words that begin with the same consonant sound (alliteration). Explain how an author uses each device.
	<p>Standard 8 (RI)- Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p>		x			1-RI.8.1	Identify words, phrases, illustrations, and photographs used to provide information.	Use words, phrases, pictures, and photos to provide information in nonfiction texts.
			x			1-RI.8.2	Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	Describe the parts of a nonfiction text and the relationship of the parts to the text.
	<p>Standard 9- Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p>				x	1-RL.9.2	Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	Identify words, phrases, and pictures to suggest feelings that appeal to the senses and add to the meaning of the story.
	<p>Standard RI 9 & RL 10- Apply a range of strategies to determine and deepen the meaning of known, unknown and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>	x				1-RL.10.1, 1-RI.9.1	Ask and answer questions about known and unknown words.	Ask and answer questions about known and unknown words.
			x			1-RL.10.2, 1-RI.9.2	Identify new meanings for familiar words and apply them accurately.	Tell the meaning of unknown and multiple meaning grade-level words.
				x		1-RL.10.4	Identify the individual words used to form a compound word.	Identify the two, smaller words put together to form a compound word.
				x		1-RL.10.5	Use print and multimedia resources to explore word relationships and nuances in word meanings.	Understand that words have different meanings in texts.
				x		1-RI.9.4	Use print and multimedia resources to explore word relationships and meanings.	Use a variety of resources to understand word connections and meanings.
				x		1-RL.10.6, 1-RI.9.5	Use words and phrases acquired through talk and text; explore nuances of words and phrases.	Use strategies to figure out unknown words and phrases.
				x	1-RL.10.3, 1-RI.9.3	Use inflectional endings and affixes to determine the meaning of unknown words.	Use common beginnings and endings to help determine what a word means.	

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Language, Craft, and Structure	Standard 11- Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.			x		1-RL.11.2	Distinguish who is telling the story at various points in a text, the narrator or characters.	Identify who is telling the story at different points, a narrator or one of the characters in the story.		
					x	1-RL.11.1	Identify the author's purpose—to explain, entertain, inform, or convince.	Identify why the author wrote the literary story- to explain, entertain, inform, or convince.		
					x	1-RI.10.1	Identify the author's purpose – to explain, entertain, inform, or convince.	Identify why the author wrote the informational text- to explain, entertain, inform, or convince.		
	Standard 12- Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	x					1-RL.12.1	Classify literary texts according to characteristics of a genre.	Classify literary texts according to genres such as realistic fiction, folktales, and animal fantasies.	
		x					1-RL.12.2	Recognize how the author uses crafted text structures of recurring phrases and dialogue.	Recognize the repeated phrases and conversation between characters.	
	Standard 11- Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.		x				1-RI.11.1	Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	Identify the order of the information. Compare and contrast the information that is the same or different.	
					x		1-RI.11.2	Identify the reasons an author gives to support a position.	Identify the reasons an author gives to support his or her ideas in nonfiction text.	
Range and Complexity	Standard RI 12 and RL 13- Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	x				1-RL.13.1	Engage in whole and small group reading with purpose and understanding.	Participate in whole and small group reading to understand literary texts.		
		x				1-RL.13.2	Read independently for sustained periods of time to build stamina.	Read literary texts independently for an extended period of time.		
		x					1-RL.13.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Read and respond to literary texts to show independence and critical thinking to question the text and how the student is thinking about the text.	
		x					1-RI.12.1	Engage in whole and small group reading with purpose and understanding.	Participate in whole and small group reading to understand informational texts.	
			x					1-RI.12.2	Read independently for sustained periods of time.	Read informational texts independently for an extended period of time.
			x					1-RI.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Read and respond to informational texts to show independence and critical thinking to question the text and how the student is thinking about the text.

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Writing	Standard 1- Write arguments to support claims with clear reasons and relevant evidence.			x	1-W.1.1	Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.	Write an opinion piece that introduces the topic, states an opinion, gives a reason for the opinion, and provides a sense of closure.
				x	1-W.1.2	Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise and edit using your personal ideas and the ideas of others to make writing better.
	Standard 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			x	1-W.2.1	Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.	Write an informational piece that names a topic, supplies facts about the topic, and provide a sense of closure.
				x	1-W.2.2	Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise and edit using your personal ideas and the ideas of others to make writing better.
	Standard 3- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		x		1-W.3.1	Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.	Write a narrative piece that recounts 2 or more sequenced events, includes details, time-related transition words to give the order, and provide a sense of closure.
			x		1-W.3.2	Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Plan, revise and edit using your personal ideas and the ideas of others to make writing better.
	Standard 4- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		x		1-W.4.1	Use common, proper, and possessive nouns.	Use common noun (person, place, thing), proper noun (specific item beginning with a capital)
			x		1-W.4.2	Use singular and plural nouns with matching verbs in basic sentences.	Use singular and plural nouns with matching verbs in basic sentences. (ex. Two cats play in the yard. One cat plays in the yard.)
			x		1-W.4.4	Use verbs to convey a sense of past, present, and future.	Use verbs to communicate a sense of the past, present, or future. (ex. Yesterday I played. I play today. I will play tomorrow.)
			x		1-W.4.8	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	Write and add to simple (one subject and predicate) and compound (more than one subject and predicate) sentences. Declarative- makes a statement, Interrogative- asks a question, Imperative- gives a direction/command, Exclamatory- shows strong emotion or excitement
				x	1-W.4.3	Use personal, possessive, and indefinite pronouns.	Use personal (I, me, my), possessive (they, them, their), and indefinite (anyone, everything) pronouns.
				x	1-W.4.5	Use adjectives and adverbs.	Use adjectives (describe a noun) and adverbs (describe a verb, adjective or other adverb).
				x	1-W.4.7	Use conjunctions.	Use conjunctions such as and, but, or, so, because.
				x	1-W.4.6	Use prepositional phrases.	Use prepositions such as during, beyond, toward.

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Writing	Standard 5- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	x				1-W.5.1	Capitalize the first word of a sentence, dates, names, and the pronoun .	Capitalize the first word in a sentence, dates, names, and the pronoun .
		x				1-W.5.2a	Use periods, question marks, and exclamation marks at the end of sentences; and	Use the correct ending mark at the end of a sentence.
		x				1-W.5.3	Use conventional spelling for words with common spelling patterns.	Spell words correctly using common grade-level spelling patterns.
		x				1-W.5.4	Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	Spell words that haven't been taught using knowledge of letter sounds. Spell common irregularly-spelled grade-level high-frequency words.
		x				1-W.5.5	Consult print and multimedia resources to check and correct spellings.	Use a variety of resources to check and correct spellings.
					x	1-W.5.2b	Use commas in dates and to separate items in a series.	Use commas in dates and to separate a list of items.
	Standard 6- Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	x				1-W.6.1	Write routinely and persevere in writing tasks for a variety of purposes and audiences.	Write for an extended period of time.
		x				1-W.6.2	Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	Print upper- and lower-case letters using appropriate handwriting.
		x				1-W.6.3	Write left to right leaving space between words.	Write sentences from left to right leaving space between words.
					x	1-W.6.4	Locate letter keys on an electronic device to type simple messages.	Locate letter keys on an electronic device to type basic messages.

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Communication	Standard 1- Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	x				1-C.1.2	Practice the skills of taking turns, listening to others, and speaking clearly.	Practice the skills of taking turns, listening to others, and speaking clearly.
		x				1-C.1.3	Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.	Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.
			x			1-C.1.4	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
	Standard 2- Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.		x			1-C.2.1	Express ideas gathered from various print and multimedia sources in a clear and concise manner.	Express ideas gathered from a variety of sources in a clear and brief manner.
				x		1-C.2.2	Participate in shared research exploring a variety of texts; express opinions and talk about findings.	Participate in shared research exploring a variety of texts. Express opinions and talk about findings.
	Standard 1- Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.				x	1-C.1.1	Explore and create meaning through conversation, drama, questioning, and story-telling.	Create understanding of information through play, conversation, acting it out, and telling stories.
					x	1-C.1.5	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	Explain ideas and build on ideas of others through ongoing conversation.
	Standard 3- Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.		x			1-C.3.1	Explore and compare how ideas and topics are depicted in a variety of media and formats.	Explain and compare how ideas and topics are shown in a variety of formats.
				x		1-C.3.2	Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	Use visual displays to communicate and clarify ideas, thoughts, and feelings.
	Standard 4- Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages. Standard 5- Incorporate craft techniques to engage and impact audience and convey messages.		x			1-C.4.1	Identify speaker's purpose and details that keep the listener engaged.	Identify speaker's purpose and details that keep the listener engaged.
					x	1-C.4.2	Identify the introduction, body, and conclusion of a presentation.	Identify the beginning, middle, and end of a presentation.
					x	1-C.5.1	Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.	Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.
					x	1-C.4.3	Identify when the speaker uses intonation and word stress and includes media.	Identify when the speaker uses a tone of voice and word emphasis and includes media.
					x	1-C.5.2	Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	Use a combination of words for impact.

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MATHEMATICS

Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. Therefore, they will not be taught in isolation nor graded on the report card in isolation.

Key Ideas	SC-CCR Standards	Q1	Q2	Q3	Q4	SC-CCR Indicators	SC-CCR Indicators	Parent-Friendly Standards
Number Sense Base Ten Algebraic Thinking and Operations Measurement and Data Analysis	1.NSBT.1a	x				1.NSBT.1a	1.NSBT.1a Extend the number sequence to count forward by ones to 120 starting at any number.	Count to 120, starting at any number less than 120.
	1.NSBT.1b	x				1.NSBT.1b	1.NSBT.1b Extend the number sequence to count by fives and tens to 100, starting at any number.	Count by fives and tens to 100, starting at any number.
	1.ATO.6b	x				1.ATO.6b	1.ATO.6b Fluency with addition and related subtraction facts through 10.	Quickly add and subtract within 10.
	1.NSBT.1c	x				1.NSBT.1c	1.NSBT.1c Extend the number sequence to read, write and represent <i>numbers to 100</i> (up to 20) using concrete models, standard form, and equations in expanded form;	Read, write, and represent numbers to 100 using concrete models, standard form, and equations in expanded form.
	1.MDA.6	x				1.MDA.6	1.MDA.6 Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.	Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.
	1.NSBT.1d	x				1.NSBT.1d	1.NSBT.1d Extend the number sequence to read and write in word form numbers zero through nineteen, and multiples of ten through ninety.	Read and write in word form numbers zero through nineteen, and multiples of ten through ninety.
	1.ATO.6a	x				1.ATO.6a	1.ATO.6a Demonstrate addition and subtraction through 20.	Add and subtract within 20.
	1.ATO.5	x				1.ATO.5	1.ATO.5 Recognize how counting relates to addition and subtraction.	Recognize how counting on and counting back relate to addition and subtraction.
	1.ATO.7	x				1.ATO.7	1.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.	Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true.
	1.ATO.3	x				1.ATO.3	1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.	Apply commutative and associative properties to find the sum through 20 of two or three numbers. Commutative-numbers can be added in any order and you will get the same answer. Associative-can add numbers regardless of how they are grouped.
	1.ATO.1	x				1.ATO.1	1.ATO.1 Solve real world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.	Use addition and subtraction to solve word problems through 20 with unknowns in all positions.
	1.ATO.8	x				1.ATO.8	1.ATO.8 Determine the missing number in addition and subtraction equations within 20.	Find the missing number in addition and subtraction problems.
	1.ATO.4	x				1.ATO.4	1.ATO.4 Understand subtraction as an unknown addend problem.	Subtract numbers by using the related addition equation to find the missing part.
	1.ATO.2	X					1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.	Solve addition word problems that use three numbers whose sum is less than or equal to 20.

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Number Sense Base Ten	1.NSBT.5		x		1.NSBT.5	1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.	Find the number that is 10 more or 10 less through 99 and explain with multiple representations.
	1.NSBT.3		x		1.NSBT.3	1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.	Compare 2 two-digit numbers using the symbols greater than >, equal to =, or less than <.
	1.NSBT.2a		x		1.NSBT.2a	1. NSBT.2a Understand place value through 99 by demonstrating that ten ones can be thought of as a bundle (group) called a "ten";	Understand that ten ones can be grouped as a bundle called a "ten".
	1.NSBT.2b		x		1.NSBT.2b	1.NSBT.2b Understand place value through 99 by demonstrating that the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones;	Understand that the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones.
	1.NSBT.2c		x		1.NSBT.2c	1.NSBT.2c Understand place value through 99 by demonstrating that two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition	Understand that two-digit numbers can be broken apart in a variety of ways.
	1.NSBT.4a			x	1.NSBT.4a	1.NSBT.4a Add through 99 using concrete models, drawings, and strategies based on place value to add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);	Use strategies to add within 100.
	1.NSBT.4b			x	1.NSBT.4b	1.NSBT.4b Add through 99 using concrete models, drawings, and strategies based on place value to add a two-digit number and a multiple of 10.	Add a two-digit number and a multiple of ten. Examples: $25 + 10 = 35$, $35 + 10 = 45$, etc.
	1.NSBT.6			x	1.NSBT.6	1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based place value.	Use strategies to subtract multiples of 10 from another multiple of 10 less than 90.
	1.ATO.9a			x	1.ATO.9a	1.ATO.9a Create, extend and explain using pictures and words for: repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns);	Create, extend, and explain repeating patterns.
1.ATO.9b			x	1.ATO.9b	1.ATO.9b Create, extend and explain using pictures and words for: growing patterns (between 2 and 4 terms/figures).	Create, extend, and explain growing patterns.	

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Geometry	1.G.1				x	1.G.1	1.G.1 Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color).	Distinguish between attributes that define the shape and attributes that do not define the shape to build and draw shapes.
	1.G.2				x	1.G.2	1.G.2 Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.	Combine 2D shapes or 3D shapes in more than one way to make a new shape.
	1.G.3				x	1.G.3	1.G.3 Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts.	Divide 2D shapes into two to four equal parts.
	1.G.4				x	1.G.4	1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).	Identify and name 2D shapes.
Measurement and Data Analysis	1.MDA.2				x	1.MDA.2	1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.	Measure the length of an object using a set of shorter objects without gaps or overlapping.
	1.MDA.1				x	1.MDA.1	1.MDA.1 Order three objects by length using indirect comparison.	Order 3 objects by length using one object to compare the length of another object.
	1.MDA.3				x	1.MDA.3	1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour.	Tell and write time in hours and half-hours using analog and digital clocks.
	1.MDA.5				x	1.MDA.5	1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.	Understand information from a variety of graphs.
	1.MDA.4				x	1.MDA.4	1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.	Collect, organize, and represent data with up to 3 categories.

First Grade Parent-Friendly Standards

		Social Studies				Parent-Friendly Standards		
Community Life	SS.1-1: The student will demonstrate an understanding of how families interact with their environment both locally and globally.	x			SS.1-1.1	Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.	Identify a familiar area of the neighborhood of local community on a simple map, using the legend and basic map symbols.	
		x			SS.1-1.2	Compare schools and neighborhoods that are located in different settings around the world.	Tell how schools and neighborhoods are alike and different around the world.	
		x			SS.1-1.3	Identify various natural resources (e.g., water, animals, plants, minerals) around the world.	Identify various natural resources around the world.	
		x			SS.1-1.4	Compare the ways that people use land and natural resources in different settings around the world. Identify his or her personal connections to places, including home, school, neighborhood, and city or town.	Compare the ways that people use land and natural resources around the world.	
My Government	SS.1-2: The student will demonstrate an understanding of how government functions and how government affects families.			x	SS.1-2.1	Explain the making and enforcing of laws as a basic function of government.	Tell how laws are made and enforced by government.	
				x	SS.1-2.2	Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.	Summarize the concept of authority.	
				x	SS.1-2.3	Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security.	Understand how the government taxes people and uses the money to help citizens.	
				x	SS.1-2.4	Summarize the possible consequences of an absence of government. Explain how changes in modes of transportation and communication have affected the way families live and work together.	Explain what could happen without a government.	
My Country and Traditions	SS.1-3: The student will demonstrate an understanding of the principles of American democracy and the role of citizens in upholding those principles.		x		SS.1-3.1	Describe the fundamental principles of American democracy, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live.	Describe American democracy.	
			x		SS.1-3.2	Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process.	Identify ways that all citizens can serve others including serving as a public official and voting.	
				x	SS.1-3.3	Summarize the contributions to democracy that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt.	Tell how historic people contributed to democracy in the United States.	
World Cultures	SS.1-4: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.	x			SS.1-4.1	Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.	Illustrate community life, including typical jobs. Tell how families, school, and community work together. Describe common methods of transportation and communication.	
		x			SS.1-4.2	Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.	Tell how American families and families across the world are alike and different.	
					x	SS.1-4.3	Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.	Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.
					x	SS.1-4.4	Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.	Explain how a lack of resources forces the family to make decisions about what they need and want.

First Grade Parent-Friendly Standards

		Science				Parent-Friendly Standards	
Exploring Light and Shadows	Standard 1.P.2: The student will demonstrate an understanding of the properties of light and how shadows are formed.	x			1.P.2A.1	Obtain and communicate information to describe how light is required to make objects visible.	Describe how light helps us to see.
		x			1.P.2A.2	Analyze and interpret data from observations to compare how light behaves when it shines on different materials.	Interpret how light acts on different materials.
		x			1.P.2A.3	Conduct structured investigations to answer questions about how shadows change when the position of the light source changes.	Explain how light effects shadows.
		x			1.P.2A.4	Develop and use models to describe what happens when light shines on mirrors based on observations and data collected.	Describe what happens when light shines on a mirror.
Exploring the Sun and Moon	Standard 1.E.3: The student will demonstrate an understanding of the patterns of the Sun and the Moon and the Sun's effect on Earth.		x		1.E.3A.1	Use, analyze and interpret data from observation to describe and predict seasonal patterns of sunrise and sunset.	Describe and predict seasonal patterns of sunrise and sunset.
			x		1.E.3A.2	Use data from personal observations to describe, predict, and develop models to exemplify how the appearance of the moon changes over time in a predictable pattern.	Describe and predict the moon's appearance.
			x		1.E.3A.3	Obtain and communicate information to describe how technology has enabled the study of the Sun, the Moon, planets and stars.	Describe how instruments help us study the sun, moon, planets, and stars.
			x		1.E.3A.4	Conduct structured investigations to answer questions about the effect of sunlight on Earth's surface.	Explain how sunlight effects Earth's surface.
			x		1.E.3A.5	Define problems related to the warming effect of sunlight and design possible solutions to reduce its impact on a particular area.	Describe and think of solutions to problems related to the warming effects of the sun.

First Grade Parent-Friendly Standards

Earth's Natural Resources	Standard 1.E.4: The student will demonstrate an understanding of the properties and uses of Earth's natural resources.			x		1.E.4A.1	Analyze and interpret data from observation and measurements to compare the properties of Earth materials (including rocks, soils, sand and water).	Compare the Earth's materials such as rocks, soils, sand, and water.
				x		1.E.4A.2	Develop and use models (such as drawings or maps) to describe patterns in the distribution of land and water on Earth and classify bodies of water (including oceans, rivers, streams, lakes, and ponds.)	Use drawings or maps to describe patterns in the distribution of land and water on Earth.
				x		1.E.4A.3	Conduct structured investigations to answer questions about how the movement of water can change the shape of the land.	Answer questions about how moving water can change the shape of the land.
				x		1.E.4B.1	Obtain and communicate information to summarize how natural resources are used in different ways (such as soil and water to grow plants; rocks to make roads, walls or buildings; or sand to make glass).	Summarize how natural resources are used in different ways.
				x		1.E.4B.2	Obtain and communicate information to explain ways natural resources can be conserved (such as reducing trash through reuse, recycling, or replanting trees).	Obtain and communicate ways to conserve natural resources.
Plants and Their Environments	Standard 1.L.5: The student will demonstrate an understanding of how the structures of plants help them survive and grow in their environments.			x		1.L.5A.1	Obtain and communicate information to construct explanations for how different plant structures (including roots, stems, leaves, flowers, fruits, and seeds) help plants survive, grow, and produce more plants.	Explain how plant structures help them survive.
				x		1.L.5A.2	Construct explanations of the stages of development of a flowering plant as it grows from a seed using observations and measurements.	Explain the stages of development of a flowering plant.
				x		1.L.5B.1	Conduct investigations to answer questions about what plants need to live and grow (including air, water, sunlight, minerals and space).	Answer questions about what plants need to live and grow.
				x		1.L.5B.2	Develop and use models to compare how the different characteristics of plants help them survive in distinct environments (including deserts, forests, and grasslands).	Describe how plants respond to environmental changes.
				x		1.L.5B.3	Analyze and interpret data from observations to describe how changes in the environment cause plants to respond in different ways (such as turning leaves toward the Sun, leaves changing color, leaves wilting, or trees shedding leaves).	Describe how changes in the environment effect plant responses.