

LANGUAGE ARTS

By the end of First Grade, students will:

READING STANDARDS FOR LITERATURE

Key Ideas & Details

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrating understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.

Craft & Structure

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.

Integration of Knowledge & Ideas

- Use illustrations and details in a story to describe its characters, settings, or events.
- Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

- With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas & Details

- Ask and answer questions about key details in a text.
- Identify the main topic, and retell key details in a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft & Structure

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge & Ideas

- Use the illustrations and details in a text to describe its key ideas.

- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- With prompting and support, read informational texts appropriately complex for grade 1.

READING STANDARDS: FOUNDATIONAL

Print Concepts

- Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds.

Phonics & Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

Fluency

- Read with sufficient accuracy and fluency to support comprehension.

WRITING STANDARDS

Text Types & Purposes

- 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.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 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.

Production & Distribution of Writing

- 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.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build & Present Knowledge

- Participate in shared research and writing projects.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING & LISTENING STANDARDS

Comprehension & Collaboration

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge & Ideas

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.

LANGUAGE STANDARDS

Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases using various strategies.
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- 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).

1

FIRST GRADE



WWW.CUSD.COM/STANDARDS

MATHEMATICS

By the end of First Grade, students will:

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving addition and subtraction.

- Use addition and subtraction within 20 to solve word problems using a symbol for an unknown number to represent the problem.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 using a symbol for an unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

- Apply commutative and associative properties. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property) 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).
- Use an addition fact to answer a subtraction problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

Add and subtract within 20.

- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Add and subtract within 20.

Work with addition and subtraction equations.

- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
- Determine the missing number in an addition or subtraction problem.

NUMBER AND OPERATIONS IN BASE TEN

Extend the counting sequence.

- Count, read, and write to 120, starting at any number less than 120.
- Determine how many tens and how many ones are in a two-digit number.
- Compare two two-digit numbers, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

- Add within 100, including adding a two-digit number and a one-digit number, using manipulatives, pictures, and math strategies.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count and explain the reasoning used.
- Subtract multiples of 10 less than 100 using models, drawings, or strategies and explain the reasoning for the selected strategy.

MEASUREMENT AND DATA

Measure lengths indirectly and by iterating length units.

- Order three objects by length; compare the lengths of two objects by using a third object.
- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of same size length units that span it.

Tell and write time.

- Tell and write time in hours and half-hours using clocks.

Represent and interpret data.

- Organize, understand, and answer questions about data with up to three categories; relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

GEOMETRY

Reason with shapes and their attributes.

- Distinguish, build, and draw shapes using attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size).
- Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shapes.
- Divide circles and rectangles into two and four equal parts, describing the parts 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.

SCIENCE

By the end of First Grade, students will understand:

PHYSICAL SCIENCES

Solids, Liquids, and Gases

- Materials come in different forms (states) including solids, liquids, and gases.

- Solids, liquids, and gases have different properties.
- Properties of substances can change when the substances are mixed, cooled, or heated.

LIFE SCIENCES

Plants and Animals

- Plants and animals meet their needs in different ways.
- Different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- Plants and animals both need water; animals need food and plants need light.
- Animals eat plants or other animals for food and may also use plants or other animals for shelter and nesting.
- What animals eat can be inferred from the shapes of their teeth.
- Roots are associated with the intake of water and soil nutrients; green leaves with making food from sunlight.

EARTH SCIENCES

Weather

- Weather can be observed, measured, and described.
- How to use simple tools to measure weather conditions and record changes from day to day and over the seasons.
- Weather changes from day to day, but trends in temperature or of rain (or snow) tend to be predictable during a season.
- The sun warms the land, air, and water.

INVESTIGATION AND EXPERIMENTATION

As a basis for understanding scientific progress, and to address the content in the other three strands, students will:

- Develop questions and perform investigations.
- Ask meaningful questions and conduct careful investigations.
- Draw pictures that portray some features of the thing being described.
- Record observations and data with pictures, numbers, and/or written statements.
- Record observations on a bar graph, and describe the relative position of objects using two references.
- Make new observations when discrepancies exist between two descriptions of the same object or phenomena.

HISTORY/SOCIAL SCIENCE

By the end of First Grade, students will:

A CHILD'S PLACE IN TIME AND SPACE

Responsibilities of Citizenship

- Learn about the rights and responsibilities of citizenship.
- Learn about fair play, respect for the rights of others, and respect for the rules.

Absolute and Relative Locations

- Use maps and globes to locate their community, California, the United States, the seven continents, and the four oceans.
- Construct a simple map, using cardinal directions and map symbols.
- Describe how location, weather, and physical environment affect the way people live.

Symbols and Traditions of the U.S.

- Learn about the national symbols and traditions that provide continuity and a sense of community across time, such as the Pledge of Allegiance, patriotic songs, and the United States flag.
- Explain the people and events associated with national holidays, symbols, landmarks, and essential documents.

Life in Different Times and Places

- Compare own lives with everyday life in different times and places around the world (including transportation, school, work, dress, etc.).
- Learn that some things have changed over time and others have remained the same.

Human Characteristics of Familiar Places and Varied Backgrounds of Americans

- Learn that communities are groups of people who share goals, principles, and traditions.
- Learn about the kinds of diversity existing in their schools and communities.
- Learn difficulties, successes, and ways in which American Indian and immigrant populations have helped define Californian and American culture.
- Compare beliefs, customs, ceremonies, traditions, and social practices of various cultures.

Basic Economic Concepts

- Learn about basic economic concepts such as the use of money to purchase goods and services.
- Learn about specialized work people do to manufacture, transport, and market goods and services.