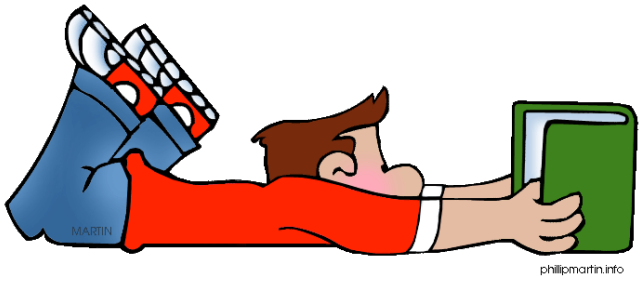
First Grade

*Alabama College & Career Ready Standards for English/Language Arts and Mathematics



Summary of English/Language Arts Standards

Reading Standards for Informational Text and Literature

- ★ Know/use text features including headings, table of contents, glossaries and electronic menus/icons
- ★ Retell familiar stories; Ask and answer questions about key details of a text
- ★ Identify characters, setting and major events in a story; Identify main topic and key ideas
- ★ Explain differences between fiction and nonfiction
- ★ Identify words/ phrases that suggest feelings; Identify who is telling story
- ★ Compare and contrast texts on the same topic; Compare and contrast experiences of characters
- ★ Describe the connections between individuals, events and ideas in texts

Foundational Skills

- ★ Recognize the features of a sentence, including capitalization of first word and ending punctuation
- ★ Distinguish long vowel sounds from short vowel sounds; Decode one syllable words
- ★ Isolate and pronounce beginning, middle and ending sounds in words; Segment words into sounds
- ★ Know common digraphs (sh, ch, th, wh)
- ★ Know conventions of long vowel sounds including silent e and two vowels together (ee, ai, etc.)
- ★ Read words with inflectional endings; Break some 2 syllable words into syllables to decode
- ★ Read grade level high-frequency words by sight
- ★ Use context to monitor for meaning; Self-correct as needed
- ★ Read grade level texts with accuracy, appropriate rate, expression and understanding

Writing Standards

- ★ Write opinion pieces including topic or name of book, an opinion and justification for that opinion
- ★ Write informative pieces with topic, facts about topic and a sense of closure
- ★ Write narrative pieces with two or more sequenced events, details and a sense of closure
- ★ Add details to strengthen writing; Use digital tools to publish writing

Speaking and Listening Standards

- ★ Participate in conversations about First Grade topics and texts; Seek to understand others
- ★ Follow agreed upon rules for discussions (listening and taking turns talking, staying on topic, etc.)
- ★ Clearly express ideas while describing familiar people, places, things and events
- ★ Produce complete sentences; Ask and answer questions about what a speaker says

Language Standards

- ★ Print all upper- and lowercase letters
- ★ Use nouns and pronouns appropriately; Use verbs to convey past, present and future
- ★ Use adjectives, prepositions (such as during/toward) and conjunctions (such as but/or/because)
- ★ Write and expand upon complete sentences (statements, exclamations and questions)
- ★ Capitalize dates and names; Use ending punctuation
- ★ Use conventional spelling for words with common spelling patterns and some irregular words
- ★ Spell untaught words phonetically; Draw on knowledge of sounds and spelling patterns

Summary of Mathematical Content Standards
The "What" our students will to learn

Operations and Algebraic Thinking

- ★ Use addition within 20 to solve problems with unknowns in all positions (11+4=___, 11+___=15)
- ★ Use subtraction within 20 to solve problems with unknowns in all positions (15-7=___, 15-___= 8)
- ★ Understand the relationship between addition and subtraction
- ★ Solve addition problems using 3 addends (3+5+8=___)
- ★ Demonstrate fluency in solving addition and subtraction problems within 20
- ★ Relate counting to addition and subtraction
- ★ Understand meaning of equal sign; Determine if equations are true or false

Numbers and Operations in Base Ten

- ★ Count to 120 starting at any number less than 120
- ★ Identify and write numerals through 120
- ★ Understand that the two digits of a two digit number represent the amount of tens and ones
- ★ Compare two digit numbers using the following symbols: <, >, =
- ★ Use understanding of place value while solving addition and subtraction problems
- ★ Add within 100 using concrete models, drawings and base ten strategies
- ★ Subtract multiples of 10 from multiples of 10 using concrete models, drawings and base ten strategies

Measurement and Data

- ★ Understand the concept of measuring length
- ★ Compare the lengths of two objects indirectly using a third object
- ★ Tell and write time to the hour and half-hour using analog and digital clocks
- ★ Organize, represent and interpret data with up to 3 categories; Ask and answer questions about data

Geometry

- ★ Identify and describe two and three dimensional shapes
- ★ Build and draw shapes to possess defining attributes
- ★ Compose 2 dimensional shapes: rectangles, squares, trapezoids, triangles, half-circles, quarter circles
- ★ Compose 3 dimensional shapes: cubes, rectangular prisms, cones, cylinders
- ★ Partition circles and rectangles into two and four equal shares
- ★ Describe equal shares using the words halves, fourths and quarters

Summary of Mathematical Practice Standards
The "how" our students are demonstrating what they have learned.

1. Make sense of problems and persevere in solving them.

In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, —Does this make sense? They are willing to try other approaches.

2. Reason abstractly and quantitatively.

Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities.

3. Construct viable arguments and critique the reasoning of others.

First graders construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also practice their mathematical communication skills as they participate in mathematical discussions involving questions like —How did you get that? —Explain your thinking, and —Why is that true? They not only explain their own thinking, but listen to others' explanations. They decide if the explanations make sense and ask questions.

4. Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.

5. Use appropriate tools strategically.

In first grade, students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders decide it might be best to use colored chips to model an addition problem.

6. Attend to precision.

As young children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning.

7. Look for and make use of structure.

First graders begin to discern a pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$.

8. Look for and express regularity in repeated reasoning.

In the early grades, students notice repetitive actions in counting and computation, etc. When children have multiple opportunities to add and subtract —ten and multiples of —ten they notice the pattern and gain a better understanding of place value. Students continually check their work by asking themselves, —Does this make sense?