**English Language Arts ~ 1st Grade Common Core Standards**

**Reading/analyzing literature** [1.RL.1-7, 9-10]

* Ask and answer questions about key details in a text. (1.RL.1)
* Retell stories, including key details, and demonstrate understanding of their central message or lesson. (1.RL.2)
* Describe characters, settings, and major events in a story, using key details. (1.RL.3)
* Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.RL.4)
* Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (1.RL.5)
* Identify who is telling the story at various points in a text. (1.RL.6)
* Use illustrations and details in a story to describe its characters, setting, or events. (1.RL.7)
* Compare and contrast the adventures and experiences of characters in stories. (1.RL.9)
* With prompting and support, read prose and poetry of appropriate complexity for grade 1. (1.RL.10)

**Reading/analyzing informational text** [1.RI.1-10]

* Ask and answer questions about key details in a text. (1.RI.1)
* Identify the main topic and retell key details of a text. (1.RI.2)
* Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1.RI.3)
* Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (1.RI.4)
* 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. (1.RI.5)
* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (1.RI.6)
* Use the illustrations and details in a text to describe its key ideas. (1.RI.7)
* Identify the reasons an author gives to support points in a text. (1.RI.8)
* Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1.RI.9)
* With prompting and support, read informational texts appropriately complex for grade 1. (1.RI.10)

**Reading foundational skills** [1.RF.1-4]

* Demonstrate understanding of the organization and basic features of print. (1.RF.1)
	+ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
* Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (1.RF.2)
	+ Distinguish long from short vowel sounds in spoken single-syllable words.
	+ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	+ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	+ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
* Know and apply grade-level phonics and word analysis skills in decoding words. (1.RF.3)
	+ Know the spelling-sound correspondences for common consonant digraphs.
	+ Decode regularly spelled one-syllable words.
	+ Know final -e and common vowel team conventions for representing long vowel sounds.
	+ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	+ Decode two-syllable words following basic patterns by breaking the words into syllables.
	+ Read words with inflectional endings.
	+ Recognize and read grade-appropriate irregularly spelled words.
* Read with sufficient accuracy and fluency to support comprehension. (1.RF.4)
	+ Read on-level text with purpose and understanding.
	+ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	+ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing and Research** [1.W.1-8]

* 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. (1.W.1)
* Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1.W.2)
* 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. (1.W.3)
* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). ( 1.W.4)
* With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (AZ.1.W.4.)
* 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. (1.W.5)
* With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (1.W.6)
* 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). (1.W.7)
* With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1.W.8)

**Speaking/listening, presentation of knowledge** [1.SL.1-6]

* Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (1.SL.1)
	+ Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	+ Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
	+ Ask questions to clear up any confusion about the topics and texts under discussion.
* Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1.SL.2)
* Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1.SL.3)
* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.SL.4)
* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1.SL.5)
* Produce complete sentences when appropriate to task and situation. (1.SL.6)

**Conventions of standard English, vocabulary acquistion** [1.L.1-2, 4-6]

* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (1.L.1)
	+ Print all upper- and lowercase letters.
	+ Use common, proper, and possessive nouns.
	+ Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops. We hop.*)
	+ Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
	+ 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*).
	+ Use frequently occurring adjectives.
	+ Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
	+ Use determiners (e.g., *articles, demonstratives*).
	+ Use frequently occurring prepositions (e.g., *during, beyond, toward*).
	+ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
* Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (1.L.2)
	+ Capitalize dates and names of people.
	+ Use end punctuation for sentences.
	+ Use commas in dates and to separate single words in a series.
	+ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	+ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
* 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. (1.L.4)
	+ Use sentence-level context as a clue to the meaning of a word or phrase.
	+ Use frequently occurring affixes as a clue to the meaning of a word.
	+ Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
* With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (1.L.5.)
	+ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	+ Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
	+ Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
	+ 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.
* 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.L.6)

**Mathematics ~ 1st Grade Common Core Standards**

**Operations and algebraic thinking** [1.OA.1-8]

* 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 (1.OA.1)
* Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g. (1.OA.2)
* Apply properties of operations as strategies to add and subtract. *Commutative property of addition and Associative property of addition* (1.OA.3)
* Understand subtraction as an unknown-addend problem. (1.OA.4)
* Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1.OA.5)
* Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. (1.OA.6)
* Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (1.OA.7)
* Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (1.OA.8)

**Number and operations in base ten** [1.NBT.1-6]

* 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.1)
* Understand that the two digits of a two-digit number represent amounts of tens and ones. (1.NBT.2)
* Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. (1.NBT.3)
* Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 (1.NBT.4)
* Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1.NBT.5)
* Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences) (1.NBT.6)

**Measurement and data** [1.MD.1-4]

* Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1.MD.1)
* Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (1.MD.2)
* Tell and write time in hours and half-hours using analog and digital clocks. (1.MD.3)
* Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1.MD.4)

**Geometry** [1.G.1-3]

* 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. (1.G.1)
* Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (1.G.2)
* Partition circles and rectangles into two and four equal shares, describe the shares 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. Understand for these examples that decomposing into more equal shares creates smaller shares. (1.G.3)

**Science – 1st Grade Report Card**

 **Life** (SC01-S4C1-C3)

* Concept 1: Characteristics of Organisms (Understand that basic structures in plants and animals serve a function.)
	+ PO 1. Identify the following as characteristics of living things growth and development, reproduction, and response to stimulus
	+ PO 2. Compare the following observable features of living things movement (legs, wings), protection (skin, feathers, tree bark), respiration (lungs, gills), and support (plant stems, tree trunks)
* Concept 2: Life Cycles (Understand the life cycles of plants and animals.)
	+ PO 1. Identify stages of human life (e.g., infancy, adolescence, adulthood).
	+ PO 2. Identify similarities and differences between animals and their parents.
	+ PO 3. Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.
* Concept 3: Organisms and Environments (Understand the relationships among various organisms and their environment)
	+ PO 1. Identify some plants and animals that exist in the local environment.
	+ PO 2. Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.
	+ PO 3. Describe how plants and animals within a habitat are dependent on each other.

**Physical** (SC01-S5C1-C3)

* Concept 1: Properties of Objects and Materials (Classify objects and materials by their observable properties.)
	+ PO 1. Classify objects by the following observable properties (shape, texture, size, color, and weight
	+ PO 2. Classify materials as solids or liquids.
* Concept 2: Position and Motion of Objects (Understand spatial relationships and the way objects move.)
	+ PO 1. Demonstrate the various ways that objects can move (e.g., straight line, zigzag, back-and-forth, round-and-round, fast, slow).

**Earth** (SC01-S6-C1-C3)

* Concept 1: Properties of Earth Materials (Identify the basic properties of Earth materials.)
	+ PO 1. Describe the following basic Earth materials rocks, soil, and water
	+ PO 2. Compare the following physical properties of basic Earth materials color, texture, capacity to retain water
	+ PO 3. Identify common uses (e.g., construction, decoration) of basic Earth materials (i.e., rocks, water, soil).
	+ PO 4. Identify the following as being natural resources air, water, soil, trees, and wildlife
	+ PO 5. Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).
* Concept 2: Objects in the Sky (Identify objects in the sky.)
	+ PO 1. Identify evidence that the Sun is the natural source of heat and light on the Earth (e.g., warm surfaces, shadows, shade).
	+ PO 2. Compare celestial objects (e.g., Sun, Moon, stars) and transient objects in the sky (e.g., clouds, birds, airplanes, contrails).
	+ PO 3. Describe observable changes that occur in the sky, (e.g., clouds forming and moving, the position of the Moon).
* Concept 3: Changes in the Earth and Sky (Understand characteristics of weather conditions and climate.)
	+ PO 1. Identify the following characteristics of seasonal weather patterns temperature, type of precipitation, and wind
	+ PO 2. Analyze how the weather affects daily activities.

**Social Studies – 1st Grade**

* **American History**
	+ Concept 1: Research Skills for History
		- PO 1. Place important life events in chronological order on a timeline.
		- PO 2. Retell stories to describe past events, people, and places.
		- PO 3. Use primary source materials (photos, artifacts, maps) to study people and events from the past.
	+ Concept 2: Early Civilizations
		- PO 1. Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (various Native American tribes)
		- PO 2. Recognize that settlement led to developments in farming techniques (e.g., irrigation), government, art, architecture, and communication in North America.
	+ Concept 3: Exploration and Colonization
		- PO 1. Describe the interaction of Native Americans with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the Southwest, exchange of ideas, culture and goods).
		- PO 2. Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, the First Thanksgiving).
		- PO 3. Describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims.
		- PO 4. Recognize that the United States began as the Thirteen Colonies ruled by England.
		- PO 5. Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).
	+ Concept 9: Postwar United States
		- PO 1. Recognize that Rosa Parks, Martin Luther King Jr., and César Chavez worked for and supported the rights and freedoms of others.
	+ Concept 10: Contemporary United States
		- PO 1. Use information from written documents, oral presentations, and the media to discuss current local and state events.
* **World History**
	+ Concept 1: Research Skills for History
		- PO 1. Place important life events in chronological order on a timeline.
		- PO 2. Retell stories to describe past events, people, and places.
		- PO 3. Use primary source materials (photos, artifacts, maps) to study people and events from the past.
	+ Concept 2: Early Civilizations
		- PO 1. Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt).
		- PO 2. Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art/ architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.
		- PO 3. Recognize that civilizations in the Americas had similar characteristics to the Egyptians.
	+ Concept 5: Encounters and Exchange
		- PO 1. Recognize why England and Spain wanted to rule other areas of the world.
	+ Concept 9: Contemporary World
		- PO 1. Use information from written documents, oral presentations, and the media to discuss current events.
* **Civics and Government**
	+ Concept 1: Foundations of Government
		- PO 1. Identify national symbols and monuments that represent American democracy and values: American flag ,Bald Eagle, Statue of Liberty, White House, Washington Monument
		- PO 2. Recognize the Pledge of Allegiance and the National Anthem.
		- PO 3. Practice examples of democracy in action (e.g., voting, making classroom rules)
		- PO 4. Recognize how students work together to achieve common goals.
		- PO 5. Discuss the significance of national holidays. Thanksgiving, President’s Day, Martin Luther King, Jr. Day, Fourth of July, Constitution Day
		- PO 6. Recognize state symbols of Arizona (bird, flower, tree, flag).
		- PO 7. Recognize that people in Arizona and the United States have varied backgrounds, but may share principals, goals, customs, and traditions.
	+ Concept 2: Structure of Government
		- PO 1. Identify the current President of the United States and Governor of Arizona.
	+ Concept 4: Rights, Responsibilities, and Roles of Citizenship
		- PO 1. Identify examples of responsible citizenship in the school setting and in stories about the past and present.
		- PO 2. Describe the rights and responsibilities of citizenship: elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated, importance of participation and cooperation in a classroom and community, why there are rules and the consequences for violating them, responsibility of voting (every vote counts)
		- PO 3. Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)
* **Geography**
	+ Concept 1: The World in Spatial Terms
		- PO 1. Recognize different types of maps (e.g., political, physical) serve various purposes.
		- PO 2. Identify characteristics of maps and globes: compass rose, symbols, key/legend
		- PO 3. Construct a map of a familiar place (e.g., classroom, bedroom, playground) that includes a compass rose, symbols, and key/legend.
		- PO 4. Recognize characteristics of human and physical features, physical (i.e., ocean, continent, river, lake, mountains, islands) and human (i.e., equator, North and South Poles)
		- PO 5. Locate physical and human features using maps, illustrations, images, or globes: physical (i.e., continent, ocean, river, lake, mountains, islands) and human (i.e., equator, North and South poles, country)
		- PO 6. Locate Arizona on a map of the United States.
	+ Concept 2: Places and Regions
		- PO 1. Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.
		- PO 2. Discuss physical features (e.g., mountains, rivers, deserts) in the world.
		- PO 3. Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics.
		- PO 4. Discuss the ways places change over time.
	+ Concept 4: Human Systems
		- PO 1. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).
		- PO 2. Discuss how land in the students’ community is used for industry, housing, business, agriculture, and recreation.
		- PO 3. Describe how people earn a living in the community and the places they work.
	+ Concept 5: Environment and Society
		- PO 1. Identify ways (e.g., clothing, housing, crops) humans adapt to their environment.
		- PO 2. Identify resources that are renewable, recyclable, and non-renewable.
	+ Concept 6: Geographic Applications
		- PO 1. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the local environment.
		- PO 2. Discuss geographic concepts related to current events.

**Economic**

* + Concept 1: Foundations of Economics
		- PO 1. Discuss the difference between basic needs and wants.
		- PO 2. Recognize that people need to make choices because of limited resources.
		- PO 3. Recognize that some goods are made locally and some are made elsewhere.
		- PO 4. Recognize that people are buyers and sellers of goods and services.
		- PO 5. Recognize various forms of U.S. currency.
		- PO 6. Recognize that people save money for future goods and services.
	+ Concept 5: Personal Finance
		- PO 1. Discuss reasons for personal savings.

Source ~ http://www.azed.gov/standards-practices/