



## Priority Content Standards

### FIRST GRADE

### English Language Arts

Based on CA Common Core and SBAC Priority Standards

Strand	Standards
Reading	<p><b>Reading Standards for Literature</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions about key details in a text.</li> <li>2. Retell stories and demonstrate understanding of their central message.</li> <li>3. Describe characters, settings and major events in a story.</li> <li>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>5. Explain the difference between books that tell stories and books that give information.</li> <li>6. Identify who is telling the story.</li> <li>7. Use illustrations and details to describe its characters, settings and events.</li> <li>9. Compare and contrast the adventures and experiences of characters in stories.</li> <li>10. With prompting and support, read prose and poetry of a appropriate complexity for grade 1. Use prior knowledge and confirm predictions.</li> </ol> <p><b>Reading Standards for Informational Text</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions about key details in a text.</li> <li>2. Identify the main topic and retell key details of a text.</li> <li>3. Describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>5. Know and use various text structures (sequence) and text features (headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>6. Distinguish between information provided by pictures and other illustration and information provided by the words in a text.</li> <li>7. Use the illustrations and details in a text to describe its key ideas.</li> <li>8. Identify the reasons the author gives to support points in a text.</li> <li>9. Identify basic similarities in and differences between two texts on the same topic.</li> <li>10. With prompting and support, read informational text appropriate complexity for grade 1. Use prior knowledge and confirm predictions.</li> </ol> <p><b>Reading Standards for Foundational Skills</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the organization and basic features of print.             <ol style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation).</li> </ol> </li> <li>2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).             <ol style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single syllable words.</li> <li>b. Orally produce single syllable words by blending sounds (phonemes) including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single syllable words.</li> <li>d. Segment spoken single syllable words into their complete sequence of individual sounds.</li> </ol> </li> <li>3. Know and apply grade level phonics and word analysis skills in decoding words both in isolation and in text.             <ol style="list-style-type: none"> <li>a. Know the spelling sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ol> </li> <li>4. Read with sufficient accuracy and fluency to support comprehension.             <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> </li> </ol>
Writing	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>3. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>5. 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.</li> </ol>



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	<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>7. 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).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Speaking and Listening</b></p>	<p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>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).</li> <li>Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <ol style="list-style-type: none"> <li>Give, restate, and follow simple two-step directions.</li> </ol> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <ol style="list-style-type: none"> <li>Memorize and recite poems, rhymes, and songs with expression.</li> </ol> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>
<p><b>Language</b></p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use common, proper, and possessive nouns.</li> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>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).</li> <li>Use frequently occurring adjectives.</li> <li>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>Use determiners (e.g., articles, demonstratives).</li> <li>Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol> <p>4. 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.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ol> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>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).</li> <li>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>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.</li> </ol> <p>6. 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)</p>



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### Mathematics

Based on CA Common Core and SBAC Priority Standards

Domain	Standards
Operations and Algebraic Thinking (OA)	<p>Represent and solve problems involving addition and subtraction.</p> <ol style="list-style-type: none"> <li>Solve addition and subtraction word problems, and add and subtract within 20 by using objects or drawings to represent the problem.</li> <li>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</li> </ol> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <ol style="list-style-type: none"> <li>Apply properties of operations as strategies to add and subtract.</li> <li>Understand subtraction as an unknown-addend problem.</li> </ol> <p>Add and subtract within 20.</p> <ol style="list-style-type: none"> <li>Relate counting to addition and subtraction.</li> <li>Add and subtract within 20; fluently add and subtract within 10.</li> </ol> <p>Work with addition and subtraction equations.</p> <ol style="list-style-type: none"> <li>Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.</li> <li>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</li> </ol>
Number and Operations in Base Ten (NBT)	<p>Extend the counting sequence</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>Understand placevalue.</p> <ol style="list-style-type: none"> <li>Understand that the two digits of a two-digit number represent amounts of tens and ones.</li> <li>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</li> </ol> <p>Use placevalue understanding and properties of operations to add and subtract.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</li> <li>Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on placevalue, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> </ol>
Measurement and Data (MD)	<p>A. Measure lengths indirectly and by iterating length units.</p> <ol style="list-style-type: none"> <li>Order three objects by length; compare the lengths of two objects indirectly by using a third object.</li> <li>Express the length of an object as a whole number of length units,</li> </ol> <p>B. Tell and write time.</p> <p>C. Represent and interpret data.</p>
Geometry (G)	<p>A. Reason with shapes and their attributes.</p>
Standards for Mathematical Practice (SMP)	<ol style="list-style-type: none"> <li>Persevere in solving problems</li> <li>Explain thinking and reasoning using objects, pictures or drawings</li> <li>Be precise in calculations, measurements and communicating thinking</li> <li>Recognize patterns and structure</li> </ol>



## Priority Content Standards

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#### Science

Based on CA State Content Standards in Science

Strand	Standards
1. Physical Sciences	a. Students know that solids, liquids and gases have different properties.
2. Life Sciences Plants and animals meet their needs in different ways.	b. Students know that both plants and animals need water, animals need food, and plants need light. c. Students know that stories sometimes give plants and animals attributes they do not really have.
3. Earth Sciences Weather can be measured, observed and described.	a. Students know how to use simple tools (i.e. thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. Students know that weather changes from day to day, but that trends in temperature or rain tend to be predictable during a season.
Investigation and Experimentation	a. Students will draw pictures that portray some features of the thing being described. d. Students will describe the relative position of objects by using two references (i.e. above and next to, below and left of).

#### History/Social Science

Based on CA State Content Standards

#### *A Child's Place in Time and Space*

	Standards
Analysis Skills Chronological and Thinking	1. Students place events and people in time sequence; they interpret time lines. 3. Students explain how the present is connected to the past. 4. Students use map and globe skills to determine the locations of places and interpret information from a legend, scale or symbol representations.
Research, Evidence and Point of View	1. Students differentiate between primary and secondary sources. 2. Students distinguish fact from fiction by comparing documentation to stories.
Content Standards 1.1 Citizenship	2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect rules by which we live, including the meaning of the "Golden Rule."
1.2 Types and location of places	1. Locate on maps and globes their local community, California, the United States, the seven continents and the four oceans. 3. Construct a simple map, using cardinal directions and map symbols. 4. Describe how location, weather and environment affect the way people live, including their food, clothing, shelter, transportation and recreation.
1.3 U.S. traditions	1. Recite the Pledge of Allegiance and sing songs that express American ideals ("America"). 2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
1.4 Different times and places	1. Examine the structure of schools and communities in the past. 2. Study transportation methods of earlier days.
1.6 Economic Concepts	1. Understand the concept of exchange and the use of money to purchase goods and services.