First Grade

Standard-Based Reporting

The facts...

- 12 Essential Math
- 12 Essential English/Language Arts Standards

Units of Study

Grade 1 English/Language Arts
Unit 1   Story Elements/Narrative Writing (3 weeks)
Unit 2   Predicting / Narrative Writing (3 weeks
Unit 3   Main Idea/Key Details / Informative Writing (4 weeks)
Unit 4   Sequencing/ Informative Writing (2 weeks)
Unit 5   Retell/ Narrative Writing (3 weeks)
Unit 6   Compare/ Contrast/ Persuasive Writing (3 weeks)
Unit 7   Poetry/ Narrative Writing (3 weeks)
Unit 8   Text Connections/ Narrative Writing (3 weeks)
Unit 9   Theme/ Informative Writing (3 weeks)
Unit 10   Connecting Literature and Informational Texts /Research Writing (3

Units of Study

Grade 1 Mathematics
Unit 1   Number Sense/ Counting (20 days)
Unit 2   Place Value / Comparing Numbers (15 days)
Unit 3   Addition and Subtraction Concepts and Strategies   (20 days)
Unit 4   Real World Problems (Addition and Subtraction) (15 days)
Unit 5   Algebraic Equations (15 days)
Unit 6   Geometry (10 days)
Unit 7   Measurement (10 days)
Unit 8   Place Value (20 days)
Unit 9   Data (10 days)
Unit 10   Real World Problems Volume 2 (20 days)

Unit 1- ___Number Sense/ Counting _ (20 Days)

General Description of the Unit

Students will count to 120 by ones, fives and tens along with extending patterns to demonstrate mastery of number sense.

Priority Standards	**Supporting Standards**
1.NS.1: Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral. **1.CA.7: Create, extend, and give an appropriate rule for number patterns using addition within 100.**	1.NS.3: Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.

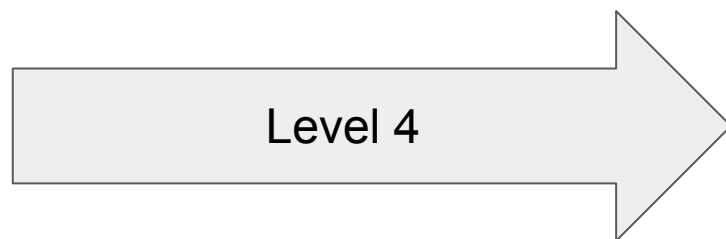| **Enduring Understandings**	**Essential Quest...**
Students will count by ones to extend a counting sequence up to 120 Students will count by tens from any number to extend a counting sequence up to 120.	How can knowi... How do number... to 120?

Unit 6- Compare and Contrast/Persuasive Writing (3 Weeks)

General Description of the Unit
In this unit, we will compare and contrast different adventures, characters or details in a text. Asking and answering questions will enhance comprehension.

Priority Standards	**Supporting Standards**
• 1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories. • 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and **long vowels,** consonant blends and digraphs, **vowel teams (e.g., ai)** and **d**igraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. • **1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.**	• 1.RN.4.2 Identify basic similarities in and differences between two texts on the same topic. • 1.W.3.1 Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered. • 1.W.6.2c Spelling –Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns.Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words. • 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation). • 1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text. • 1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

Enduring Understandings	**Essential Questions**
• Good readers make personal connections to help with comprehension. • Good readers tell the main idea and then order the ...	• How do good readers make a connection to the characters in stories? • What key details are included when readers retell a story?

Subject: Math	Grade: 1st	Strand: Number Sense

Standard: 1.NS.4: Use place value understanding to compare two two-digit numbers based on meaning of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

4.0	**Student demonstrates a deep understanding by consistently extending work beyond Level 3.** • Uses and tells the correct symbols to accurately show the relationship between three-digit numbers and addition.	**Sample Task(s)** Classroom observations Small group activities
3.5	*Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.*	
3.0	**The student demonstrates proficiency on the grade level standard by:** • Writes correct symbols (<, >, =) to accurately show the relationship between two-digit numbers. • Reads comparison using appropriate terminology (i.e 15 < 20, student reads fifteen is than twenty) **The student is consistently able to apply the grade level concepts and skills above.**	**Sample Task(s)** Classroom observations Small group activities Go Math lessons
2.5	*Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.*	
2.0	**The student is demonstrating success on the following foundational concepts and skills:** • performs basic processes, such as: o identifies which number is greater or less than	**Sample Task(s)** Classroom observations Small group activities Go Math lessons
1.5	*Student has independently demonstrated some success on the foundational concepts and skills.*	
1.0	**The student can demonstrate some success on the foundational concepts and skills but requires support to do so.**	

| Matt thinks of a number that is:
• less than 50
• has 2 tens
• has 7 ones

_____ | Sam thinks of a number that is:
• greater than 87
• less than 97
• has 4 ones

_____ | Viv thinks of a number that is:
• greater than 39
• has 7 ones
• has 4 tens

_____ |
| Write a number greater than 14.

_____ | Write a number less than 14.

_____ | Write a number equal to 14.

_____ |

Level 3

Level 4

Ava has these number cards. She gives away her cards with the numbers less than 34 or greater than 38. Cross those out. Which number cards does she have left?

32   33   35   37   39

Ava has number cards

_____

Ron has these number cards. He keeps the cards with numbers greater than 60 or less than 56. Circle the number cards Ron keeps.

54   57   58   59   61

Ron keeps number cards

_____

My Math Essential Learnings

Computation

I can fluently add and subtract numbers up to 20.

1.CA.1	0	1	2	3*	4

I can solve real-world problems using addition and subtraction within 20.

1.CA.2	0	1	2	3*	4

I can solve real-world problems using additon of 3 numbers within 20.

1.CA.4	0	1	2	3*	4

I can add numbers within 100.

1.CA.5	0	1	2	3*	4

I can understand the meaning of the equal sign.

1.CA.6	0	1	2	3*	4

I can create, extend, and give an appropiate rule for number patterns using addition within 100.

1.CA.7	0	1	2	3*	4

Geometry

I can recognize attributes of 2 and 3 dimensional shapes.

1.G.2	0	1	2	3*	4

I can partician circles and triangles into two and four equal parts.

1.G.4	0	1	2	3*	4

Number Sense

I can count to 120 by 1s, 5s, and 10s by any number.

1.NS.1	0	1	2	3*	4

I can use place value to compare numbers and use the symbols <, >, =.

1.NS.4	0	1	2	3*	4

Data

I can organize data and answer questions about a graph with up to 3 choices.

1.DA.1	0	1	2	3*	4

Measurement

I can find the value of a collection of pennies, nickels and dimes.

1.M.3	0	1	2	3*	4

My Language Arts Essential Learnings

Reading

I can decode words phonetically. (ex: vowel digraphs, r-controlled, consonant blends)

1.RF.4.1	0	1	2	3*	4

I can read words with long vowels. (ex: vowel teams, silent e)

1.RF.4.3	0	1	2	3*	4

I can read sight words.

1.RF.4.4	0	1	2	3*	4

I can read fluently.

1.RF.5	0	1	2	3*	4

Literature

I can make and confirm predictions about what I have read.

1.RL.2.4	0	1	2	3*	4

I can compare and contrast adventures and experiences of characters in stories.

1.RL.4.2	0	1	2	3*	4

Nonfiction Text

I can ask and answer questions using evidence from the text.

1.RN.2.1	0	1	2	3*	4

I can retell main ideas and key details of a text.

1.RN.2.2	0	1	2	3*	4

Vocab

I can use context clues to determine unknown words.

1.RV.1	0	1	2	3*	4

Writing

I can develop a topic sentence, provide facts and have a concluding statement.

1.W.3.2	0	1	2	3*	4

I can capitalize the first word in a sentence, date, names of people and the pronoun I.

1.W.6.2a	0	1	2	3*	4

I can correctly use a period, question mark and exclamation point at the end of a sentence.

1.W.6.2b	0	1	2	3*	4

Green = 1st 9 weeks   Blue = 2nd 9 weeks   Pink = 3rd 9 weeks   Purple = 4th 9 Weeks

0= far below grade level   1= below grade level   2= slightly below grade level   3*= on grade level   4= above grade level

	First Grade	2019-2020	Mrs. Hinds
NAME			

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	1.CA.7	0	1	2	3*	4
Geometry		I can recognize attributes of 2 and 3 dimensional shapes.				
	1.G.2	0	1	2	3*	4
		I can partician circles and triangles into two and four equal parts.				
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		I can correctly use a period, question mark and exclamation point at the end of a sentence.				
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Elementary School
Oregon-Davis

| First Grade | 2019-2020 | Mrs. Hinds |

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Oregon-Davis Elementary School

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