

First Grade –Report Card Attachment
Second Quarter 2016-2017

ENGLISH LANGUAGE ARTS
RL: Reading Standards for Literature
Key Ideas and Details
RL.1.3: Describe characters, settings, and major events in a story, using key details.
Integration of Knowledge and Ideas
RL.1.7: Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.
RI: Reading Standards for Informational Text
Key Ideas and Details
RI.1.2: Identify the main topic and retell key details of a text
RI 1.3: Describe the connection between two individuals, events ideas or pieces of information in a text
RF: Foundational Skills
Phonological Awareness
RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition
RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.
<ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.

W: Writing Standards
Text Types and Purposes
W.1.1: 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.
W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3: 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.

SL: Speaking and Listening
Comprehension and Collaboration
SL.1.1: Participate in collaborative conversations about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
<ul style="list-style-type: none"> a. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.

L: Language Standards
Conventions
L.1.1: Observe conventions of grammar and usage when writing or speaking.
<ul style="list-style-type: none"> a. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). b. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). c. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>)
L.1.2: Observe conventions of capitalization, punctuation, and spelling when writing.
<ul style="list-style-type: none"> a. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from

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<p>an array of strategies. c. Identify frequently occurring root words (e.g., looks, looked, looking)</p>
<p>L.1.6: 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., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>

MATH - Common Core Standards
Domain: Operations and Algebraic Thinking
Represent and solve problems involving addition and subtraction.
<p>1.OA.1: 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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Note: See Appendix, Table 1.)</p>
<p>1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
Understand and apply properties of operations and the relationship between addition and subtraction.
<p>1.OA.3: Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.) <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 10 = 12$. (Associative property of addition.)</i></p>
<p>1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>
Add and subtract within 20.
<p>1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>
Domain: Number and Operations in Base Ten
Extend the counting sequence.
<p>1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and</p>

represent a number of objects with a written numeral.
Understand place value.
<p>1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> 10 can be thought of as a bundle of ten ones — called a “ten.” The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50 refer to one, two, three, four, five, tens (and 0 ones).
1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
Domain: Geometry
Reason with shapes and their attributes
<p>1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.</p>
<p>1.G.2 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.</p>

STEM SCIENCE – Ms. E. Nagai
Physical, Earth & Space Science
1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.
1-ESS1-A The Universe and its Stars - Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
Scientific Process
K-2-ETS1.1 Ask questions, make observations, and other gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
K-2-ETS1.2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

SOCIAL STUDIES
Political Science
Explain historical symbols of American nationalism, democratic values, and individual rights. (1.4.3, 1.4.4)
History
Use artifacts to understand historical events; compare own life with those of children in history. (1.3.1)

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ART

Use various types of art media. (1.1.1)
Use the elements of line, shape, form, texture, color and the principles of repetition and variety in artwork using a variety of art mediums. (1.1.2)
Demonstrate how mixing primary colors can create secondary colors (1.1.4)
Use familiar subjects and experiences to create original works of art (1.1.5)

Bold = Focus for the quarter (high leverage standards)

MUSIC – Ms. C. Momohara

Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes (1.2.1)
Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes (1.2.2)
Recognize, by sound quality, various characteristics of instruments and vocal sounds (1.2.4)
Sing a simple song with appropriate vocal range from memory (1.2.5)
Explain how music can communicate ideas and moods (1.2.7)
Compare music used for special occasions from various cultures (1.2.8)

HEALTH

Describe how to be a good friend and responsible family member (K-2, 5.4)
Name a personal health goal and describe a plan to achieve it (K-2.6.2)

PHYSICAL EDUCATION - Mr. S. Coleman

Use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups. (K-2.1.1)
Use basic non-locomotor skills in initial (immature) form alone, with a partner, and in small groups. (K-2.1.2)
Use basic movement concepts related to space, time, effort, and relationships (e.g., personal space, fast/slow, strong/light, under/over). (K-2.2.1)
Participate regularly in physical activities. (K-2.3.1)

WORLD LANGUAGE: JAPANESE –

Japanese - Ms. S. Matsutaka

Use basic words and short, memorized phrases during oral interaction. (1.1.1)
Use learned vocabulary and gestures to recite poems or stories. (1.3.1)
Make observations, identifications, and comparisons between the basic products and practices of the culture being studied and own native culture. (1.4.1)

CAREER & TECHNICAL EDUCATION

Explain that everyone has personal interests, strengths and abilities

HAWAIIANA – Mr. M. Mukai

Actively participates in classroom activities and completes work on time.
Develop knowledge, understanding, appreciation and internalization of fundamental aspects of Hawaiian culture, values, concepts, practices, history, and language. (Hawaiian Studies Program Guide pg. ii-5)

TECHNOLOGY: COMPUTER SCIENCE –

Mr. G. Anama

Demonstrate the ability to access online resources, manage login and passwords.
Ability to boot, login and launch appropriate applications.

LIBRARY – Mrs. L. Kidani

Actively engage in reading activities with purpose and understanding. Adapted from RL.1.10 (Text Complexity)
With guidance and support from adults, recall or gather information from provided sources to answer a question. Adapted from W.1.8 (Research to Build and Present Knowledge)

Bold = Focus for the quarter (high leverage standards)

***For further information, go to standardstoolkit.k12.hi.us**