

First Grade –Report Card Attachment  
Second Quarter 2017-2018

<b>ENGLISH LANGUAGE ARTS</b>
<b>RL: Reading Standards for Literature</b>
Key Ideas and Details
<b>RL.1.1: Ask and answer questions about key details in a text.</b>
<b>RL.1.3: Describe characters, settings, and major events in a story, using key details.</b>
Integration of Knowledge and Ideas
<b>RL.1.7: Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.</b>
<b>RI: Reading Standards for Informational Text</b>
Key Ideas and Details
<b>RI.1.2: Identify the main topic and retell key details of a text</b>
<b>RF: Foundational Skills</b>
Phonological Awareness
<b>RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<ul style="list-style-type: none"> <li>a. Distinguish 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 (phonemes).</li> </ul>
Phonics and Word Recognition
<b>RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>d. Read words with inflectional endings.</li> <li>e. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>

<b>W: Writing Standards</b>
Text Types and Purposes
<b>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.</b>
<b>W.1.2: Write informative/explanatory texts in which</b>

they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>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.</b>

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

<b>L: Language Standards</b>
<b>Conventions</b>
<b>L.1.1: Observe conventions of grammar and usage when writing or speaking.</b>
<ul style="list-style-type: none"> <li>a. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>b. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</li> <li>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>)</li> </ul>
<b>L.1.2: Observe conventions of capitalization, punctuation, and spelling when writing.</b>
<ul style="list-style-type: none"> <li>a. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> </ul>
<b>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 an array of strategies.</b>
<ul style="list-style-type: none"> <li>c. Identify frequently occurring root words (e.g., <i>looks, looked, looking</i>)</li> </ul>
<b>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 Nibbles because she nibbles too much because she likes that</i>).</b>

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<b>MATH - Common Core Standards</b>
<b>Domain: Operations and Algebraic Thinking</b>
<b>Represent and solve problems involving addition and subtraction.</b>
<b>1.OA.1:</b> 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.)
<b>1.OA.3:</b> Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.) <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 10 = 12</math>. (Associative property of addition.)</i>
<b>1.OA.4:</b> Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
<b>Add and subtract within 20.</b>
<b>1.OA.6:</b> <b>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</b>
<b>Work with addition and subtraction equations.</b>
<b>1.OA.8:</b> Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ .
<b>Domain: Number and Operations in Base Ten</b>
<b>Understand place value.</b>
<b>1.NBT.3:</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .
<b>Domain: Geometry</b>
<b>Reason with shapes and their attributes</b>
<b>1.G.1:</b> 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.

<b>1.G.2</b> 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.
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<b>STEM SCIENCE – Ms. E. Nagai</b>
Physical, Earth & Space Science
1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.
1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*
Scientific Process
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.

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

**Bold** = Focus for the quarter (high leverage standards)

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<b>ART</b>
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)
Use familiar subjects and experiences to create original works of art (1.1.5)

<b>MUSIC – Ms. C. Momohara</b>
1.2.1-Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes: -Performs chants and songs with the class using quarter notes, paired eighth notes, and quarter rests -Performs four-beat rhythms with body percussion (clapping, stomping, patting) and percussive instruments
1.2.2-Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes: -Reads and identifies four-beat patterns -Identifies rhythmic form of songs (aaba, abbb, abac, etc.)
1.2.5-Sing a simple song with appropriate vocal range from memory: -Matches pitch using head voice -Uses gestures while singing solfege (do-mi-sol) -Reads do-mi-sol patterns with iconic notation on a staff -Identifies melodic form of songs (aaba, abbb, abac, etc.)

<b>HEALTH</b>
Describe how to be a good friend and responsible family member (K-2, 5.4)

<b>PHYSICAL EDUCATION - Mr. S. Coleman</b>
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)

<b>WORLD LANGUAGE: JAPANESE – Japanese - Ms. S. Matsutaka</b>
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)

<b>HAWAIIANA – Kumu Kanoe</b>
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)

<b>TECHNOLOGY: COMPUTER SCIENCE – Mr. G. Anama</b>
Boot, Login, Password, Launch Applications, Chrome Browser, Hyperlink, BBC Typing, “F11” Sound Level Down, “F12” Sound Level Up Computer Science - Coding AP - Algorithms & Programming

<b>LIBRARY – Mrs. L. Kidani</b>
Answer questions about key details in a text. (Adapted from RL.1.1)
Describe characters, settings, and major events in a story, using key details. (RL.1.3)
Compare and contrast the adventures and experiences of characters in stories. (RL.1.9)
With prompting and support, read texts appropriately complex for grade 1. (Adapted from RL/RI.1.10)
Participate in shared research and writing projects. (W.1.7)

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