

First Grade –Report Card Attachment
First Quarter 2017-2018

ENGLISH LANGUAGE ARTS
RL: Reading Standards for Literature
Key Ideas and Details
RL.1.1: Ask and answer questions about key details in a text.
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.
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"> b. Decode regularly spelled one-syllable words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 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 common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). c. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</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.1.6: 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>).

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MATH - Common Core Standards
Domain: Operations and Algebraic Thinking
Represent and solve problems involving addition and subtraction.
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.)
Understand and apply properties of operations and the relationship between addition and subtraction.
1.OA.3: Apply properties of operations as strategies to add,... (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 $2 + 10 = 12$.</i>
Add and subtract within 20.
1.OA.6: Add ,..., within 20, demonstrating fluency for addition ,...,within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
Work with Addition Equations
1.OA.8: Determine the unknown number in an addition ,..., equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $6 + 6 = ?$.
Domain: Number and Operations in Base Ten
Extend the counting sequence.
1.NBT.1: 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.
Understand place value.
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: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50 refer to one, two, three, four, five, tens (and 0 ones).

Domain: Measurement and Data
Measure lengths indirectly and by iterating length units.
1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.2: 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>
Tell and write time.
1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.
Represent and interpret data
1.MD.4: 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.

STEM SCIENCE – Ms. E. Nagai
Physical Science: Structures and Properties of Matter
1-PS4-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.
1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.
Scientific Process:
ETS1-1. Ask questions, make observations, and 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.
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 the purpose of rules, power & authority and know the rights and responsibilities of leaders. (1.4.1; 1.4.2; 1.5.1)

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ART
FA.1.1.1 Use various types of art media.
FA.1.1.2 Use the elements of line, shape, form, texture, color and the principles of repetition and variety in artwork using a variety of art mediums
FA.1.1.5 Use familiar subjects and experiences to create original works of art

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
Explain the benefits associated with exercise. (K-2.1.2)
Describe the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses. (K-2.1.8)
Explain when and who to ask for help in making health-related decisions and setting goals. (K-2.6.1)
Name a personal health goal. (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 – 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 – Kumu Kanoe
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
Boot, Login, Password, Launch Applications, Chrome Browser, Hyperlink, BBC Typing

LIBRARY – Mrs. L. Kidani
Answer questions about key details in a text. (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**