

First Grade –Report Card Attachment
Third Quarter 2016-2017

ENGLISH LANGUAGE ARTS
RL: Reading Standards for Literary Text
Key Ideas and Details
RL.1.3: Describe characters, settings, and major events in a story, using key details.
Craft and Structure
RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6: Identify who is telling the story at various points in a text.
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
Craft and Structure
RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RF: Reading Foundational Skills
Phonological Awareness
RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol 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. <ol 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 -e 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.
<ol style="list-style-type: none"> 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.
Fluency
RF.1.4: Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W: Writing
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 sequences 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. <ol 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.

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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>). 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 commas in dates and to separate single words in a series.
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.
<ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>looks, looked, looking</i>)
L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<ul style="list-style-type: none"> a. Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.
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>).

Mathematics Standards
Domain: Operations and Algebraic Thinking
Represent and solve problems involving addition and subtraction.
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.
Understand and apply properties of operations and the relationship between addition and subtraction.
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.)</i>

<i>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>
1.OA.4: Understand subtraction as an unknown-addend problem. For example, subtract $10-8$ by finding the number that makes 10 when added to 8.
Add and subtract within 20.
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 $6 + 6 + 1 = 12 + 1 = 13$).
1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$.
1.OA.8: 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 $8+?=11$, $5=?-3$, $6+6=?$
Domain: Number and Operations in Base Ten
Understand place value.
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 $<$.
Use place value understanding and properties of operations and subtract.
1.NBT.4: Add within 100, including adding a two-digit number and a one digit number, and adding a two-digit number and multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
Domain: Geometry
Reason with shapes and their attributes
1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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Bold = Focus for the quarter (high leverage standards)***For further information, go to standardstoolkit.k12.hi.us**

STEM Science - Mrs. L. Hew

Life Science

1-LS1-1 - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs

Scientific Process

K-2-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.

Social Studies

History

Understanding beginning, middle, and ending of historical stories; describe lives of important Americans (1.1.1, 1.3.2)

Cultural Anthropology

Compare own and other cultures through stories and legends. (1.6.1)

Fine Arts (Visual)

Differentiate between two-dimensional and three-dimensional artwork. (1.1.3)

Use familiar subjects and experiences to create original works of art (1.1.5)

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)

Use a four-beat melodic or rhythmic pattern to demonstrate the simple musical form of "echo" (1.2.3)

Sing a simple song with appropriate vocal range from memory (1.2.5)

HEALTH

Describe the benefits associated with a healthy diet and exercise. (K-2.1.2; K-2.1.3)

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 –

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

Computer Technology - Mr. G. Anama

TECHNOLOGICAL DESIGN: Design, modify, and apply technology to effectively and efficiently solve problems.

Demonstrate the ability to access online resources, manage login and passwords.

Ability to boot, login and launch appropriate applications.

Hawaiian Studies - Kumu Max

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)

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)

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