

First Grade –Report Card Attachment  
Fourth Quarter 2016-2017

ENGLISH LANGUAGE ARTS	
RL: Reading Standards for Literary Text	
Key Ideas and Details	
RL.1.1: Ask and answer questions about key details in a text.	
RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
RL.1.3: Describe characters, settings, and major events in a story, using key details.	
RI: Reading Standards for Informational Text	
Key Ideas and Details	
RI.1.1: Ask and answer questions about key details in a text.	
RI.1.2: Identify 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	
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"> <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. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	

SL: Speaking and Listening Standards	
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"> <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>	

L: Language Standards	
Conventions	
L.1.1: Observe conventions of grammar and usage when writing or speaking.	
<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> </ul>	
L.1.2: Observe conventions of capitalization, punctuation, and spelling when writing.	
<ul style="list-style-type: none"> <li>a. Use commas in dates and to separate single words in a series.</li> </ul>	
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"> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., <i>looks, looked, looking</i>)</li> </ul>	
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"> <li>a. Distinguish shades of meaning among verbs differing in manner</li> </ul>	
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> ).	

W: Writing Standards	
1.W.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.	
1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
1.W.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.	

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<b>MATH - Common Core Standards</b>
<b>Domain: Number and Operations in Base Ten</b>
<b>Extend the counting sequence.</b>
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.
<b>Use place value understanding and properties of operations and subtract.</b>
<b>1.NBT.3:</b> Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $<$ , & $=$ .
<b>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.</b>
1.NBT.5: Use place value understanding and properties of operations to add and subtract. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
1.NBT.6: Use place value understanding and properties of operations to add and subtract. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.
<b>Domain: Measurement and Data</b>
<b>Represent and interpret data</b>
<b>1.MD.4:</b> 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.
<b>Domain: Geometry</b>
<b>Reason with shapes and their attributes</b>
<b>1.G.1: Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes; build and draw shapes to possess defining attributes.</b>
<b>1.G.2:</b> Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.

<b>SCIENCE – Mrs. L. Hew</b>
Scientific Inquiry: Collect, record, and organize data using simple tools, equipment and techniques safely
Explain the results of an investigation to an audience using simple data organizers
Explain why people create technological devices
Describe how the motion of an object can be changed by force (push or pull)

<b>SOCIAL STUDIES</b>
<b>Geography</b>
Understand simple maps of a community (1.7.1)
<b>Economics</b>
Understand needs and wants; goods and services (1.8.1-3)

<b>ART</b>
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)

<b>MUSIC – Ms. C. Momohara</b>
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)

<b>HEALTH</b>
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)

<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)

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**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 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)

**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**