

First Grade –Report Card Attachment
Fourth Quarter 2017-2018

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| 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"> 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. |

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| 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"> 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). |

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| <ul style="list-style-type: none"> 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>). |
| 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"> b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., looks, looked, looking) |
| 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. Distinguish shades of meaning among verbs differing in manner |
| 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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| 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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| 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. |
| 1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. |
| 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. |
| Work with addition and subtraction equations. |
| 1.OA.8: Determine the unknown number in an addition or subtraction equation relating three whole numbers. |
| Domain: Number and Operations in Base Ten |
| Use place value understanding and properties of operations and subtract. |
| 1.NBT.2: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. |
| 1.NBT.3: Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $<$, & $=$. |
| 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. |
| Domain: Geometry |
| Reason with shapes and their attributes |
| 1.G.1: Identify and describe the attributes of spheres, cones, cylinders, and prisms (including cubes) |

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| SCIENCE – Mrs. L. Hew |
| 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. |
| 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are alike, but not exactly like their parents. |

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

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| ART |
| 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) |

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| MUSIC – Ms. C. Momohara |
| 1.2.1 Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes <ul style="list-style-type: none"> • <i>Sings and plays song arrangements using quarter notes, paired eighth notes, and quarter rests</i> • <i>Performs instrument specific patterns in a multi-part arrangement</i> |
| 1.2.2 Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes <ul style="list-style-type: none"> • <i>Reads, writes, and dictates four-beat patterns using quarter, paired eighth notes, and quarter rests</i> • <i>Identifies beat value of quarter, paired eighth notes, and quarter rests</i> |
| 1.2.5 Sing a simple song with appropriate vocal range from memory <ul style="list-style-type: none"> • <i>Perform song acapella, with a bordon, or accompaniment track</i> • <i>Uses hand signs while singing solfege (do-re-mi-sol-la)</i> • <i>Reads do-re-mi-sol-la patterns with hand signs and staff notation (F = do)</i> |

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| 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) |

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WORLD LANGUAGE: JAPANESE –

Ms. S. Matsutaka

Use learned vocabulary and gestures to recite poems or stories. (1.3.1)

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

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

Ability to boot, login and launch appropriate applications.

LIBRARY – Mrs. L. Kidani

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)

Bold = Focus for the quarter (high leverage standards)

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