



Standards-Based Progress Reports “A Parent’s Guide” Grade 1

Includes the following:

- Guide to Standards-Based Grading
- Standards for English/Language Arts (ELA)
- Standards for Mathematics
- Scope and Sequence for Science

Norwalk Public Schools

K-5 Guide to Standards Based Grading

(2016 - 2017)

In K-5 in the Norwalk Public Schools, we envision a student and parent-friendly progress report with clearly defined learning targets aligned to high quality, balanced assessments. Our Standards-Based Progress Report seeks to provide meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts, reflect upon strengths and weaknesses, and identify multiple pathways to deeper learning.

What are standards?

Educational standards are the learning goals for what students should know and be able to do at each grade level. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful, while also helping parents understand what is expected of their children. For example:

What is standards-based grading?

Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The standards we use are those identified by the Connecticut State Department of Education. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets. This is in contrast to the practice of simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific content area in the current grade.

How does standards-based grading differ from traditional grading?

Unlike with traditional grading systems, a standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance.

Thus a student who may have struggled at the beginning of the year, or when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period.

In a traditional grading system, a student's performance for an entire grading period is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.

Standards-based report cards separate academic performance from work habits and behavior in order to provide students and parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student's academic performance.

What do each of the numbers in the 4 point scale indicate?

An Academic Rating of (1) would indicate minimal understanding of a standard. The student shows limited evidence of understanding the standard and therefore does not meet the standard. For example:

Students at this level are beginning to identify concepts, vocabulary and/or use skills. They are unable to make connections among ideas or extend the information. While it might be expected that all students are performing at this level when learning begins, subsequent practice should lead to increased levels of performance.

An Academic Rating of (2) would indicate that a student is approaching/developing an understanding of a standard, but still may be in need of additional instruction and/or support. For example:

The difference between an Academic Rating of (1) and an Academic Rating of (2) student is the ability to demonstrate some understanding. At an Academic Rating of (2), a student can correctly identify some concepts and/or vocabulary, and/or use some skills. Students at an Academic Rating of (2) do not make connections among ideas nor are they able to demonstrate their learning without support.

An Academic Rating of (3) would indicate that a student has independently met the standard. The student demonstrates mastery of the standard. For example:

An Academic Rating of (3) represents those students who are independently able to meet the standards. Students who are performing at an Academic Rating of (3) understand and use concepts and/or vocabulary and/or skills independently. These students understand not just the "what," but can correctly explain and/or demonstrate the "how" and "why."

An Academic Rating of (4) would indicate that a student exceeds a standard by consistently demonstrating an advanced level of understanding and/or the ability to apply his/her knowledge at a higher level (Webb's Depth of Knowledge 3 & 4). For example:

A student who is able to consistently perform at an Academic Rating of (4) is one who independently demonstrates extensions of his/her knowledge. S/He should be able to create analogies and/or find connections, integrating areas of study. Not all standards can be rated (4).

ELA

Standards for:
English/Language Arts
(ELA)

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards: Foundational Skills (K-5)

RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

College and Career Readiness Anchor Standards for Writing

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ELA Common Core State Standards and Long-Term Learning Targets Grade 1

CCS Standards: Reading - Literature	Long-Term Target(s)
RL.1.1. Ask and answer questions about key details in a text.	I can ask questions about details in a literary text. I can answer questions about details in a literary text.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I can retell a story, including important details. I can explain the important message or lesson of a story.
RL.1.3. Describe characters, settings, and major events in a story, using key details.	I can describe the characters, setting and major events of a story using details.
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	I can identify feeling and sense words in stories and poems.
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	I can compare and contrast books that tell stories and books that give information.
RL.1.6. Identify who is telling the story at various points in a text.	I can identify who is telling the story at different places in a text.
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	I can use pictures and details to describe the characters, setting and events of a story.
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	I can compare and contrast things that happen to characters in stories.
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	With support, I can read first grade literary texts.
CCS Standards: Reading – Informational Text	Long-Term Target(s)
RI.1.1. Ask and answer questions about key details in a text.	I can ask questions about details in informational text. I can answer questions about details in informational text.
RI.1.2. Identify the main topic and retell key details of a text.	I can identify the main idea of an informational text. I can retell details in an informational text.
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	I can describe how two people, events, and/or ideas are connected in informational texts.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	I can ask questions about unknown words and phrases in informational texts. I can answer questions about unknown words and phrases in informational texts.
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.	I can identify features of informational text. (e.g. headings, tables of contents, glossaries, electronic menus, icons). I can use text features to find important facts in informational text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	I can compare and contrast the facts from words and pictures in informational texts.
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	I can use pictures and details to describe the main ideas of informational text.
RI.1.8. Identify the reasons an author gives to support points in a text.	I can identify the author's reasons that support the main idea of an informational text.
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	I can compare and contrast informational texts about the same topic.
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.	With support, I can read first grade informational texts.
CCS Standards: Reading – Foundational Skills	Long-Term Target(s)
RF.1.1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	I can explain how words are organized and used in a text. a. I can identify the parts of a sentence.
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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).	I can use sound patterns to read words. a. I can identify long and short vowels in one-syllable words I hear. b. I can say one-syllable words by putting sounds together. c. I can say the beginning, middle and end sounds of one-syllable words. d. I can break up one syllable words into their sounds.

<p>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.</p>	<p>I can sequence at least two events in a story.</p> <p>I can include details that tell what happened in my story.</p> <p>I can use transitional words and expressions in my story.</p> <p>I can include an ending for my story.</p>
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>With support from adults, I can use feedback from peers to make my writing stronger.</p> <p>With support from adults, I can revise my writing by adding details.</p>
<p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>With support from adults, I can use digital tools to publish my writing.</p>
<p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>I can participate in shared research projects.</p>
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>With support from adults, I can answer questions about things I’ve done or learned about.</p>
<p>CCS Standards: Speaking & Listening</p>	<p>Long-Term Target(s)</p>
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> 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). Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 	<p>I can participate in small and larger group conversations with peers and adults about 1st grade topics and texts.</p> <ol style="list-style-type: none"> I can follow our class norms when I participate in a conversation. I can build upon what others say when I participate in a conversation. I can ask questions so I’m clear about what is being discussed.
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>I can ask questions about a text or information that has been read aloud or shown to me.</p> <p>I can answer questions to show what I know about a text or information that has been read aloud or shown to me.</p>

<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>I can use grammar conventions to send a clear message to a reader.</p> <ol style="list-style-type: none"> I can capitalize dates and names of people. I can use ending punctuation in sentences. I can use commas in dates and when writing a list. I can spell grade-level words correctly. I can use sound patterns to spell words I don't know.
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). 	<p>I can use a variety of strategies to determine what word means.</p> <ol style="list-style-type: none"> I can use sentence clues to help me determine what a word means. I can use prefixes and suffixes to determine the meaning of a word I can identify common root words and their endings.
<p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>stare</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 	<p>With support, I can describe what figurative and complex words and phrases mean.</p> <ol style="list-style-type: none"> I can sort words into categories. I can sort words by one or more attributes. I can identify real-life connection between words and their uses. I can tell the difference between similar verbs and adjectives.

Math

Standards for:
Mathematics

Grade 1 » Introduction

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In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

- 1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.
- 2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.
- 3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.¹
- 4) 4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Grade 1 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

- 1) Make sense of problems and persevere in solving them.
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others.
- 4) Model with mathematics.
- 5) Use appropriate tools strategically.
- 6) Attend to precision.
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

¹ Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Math Common Core State Standards and Long-Term Learning Targets

Grade 1

CCS Standards: Operations and Algebraic Thinking	Long-Term Target(s)
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. (See Glossary, Table 1)	I can solve addition and subtraction word problems up to 20 using a variety of strategies.
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.	I can solve addition word problems (<i>using 3 whole numbers, whose sum is ≥ 20.</i>) using a variety of strategies.
1.OA.3. Apply properties of operations as strategies to add and subtract. ² <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 $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i> (Students need not use formal terms for these properties.)	I can add and subtract using strategies called “properties of operations”.
1.OA.4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.</i>	I can explain how addition and subtraction are related.
1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	I can make connections between counting and addition and subtraction.
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 $6 + 6 + 1 = 12 + 1 = 13$).	I can use different strategies to add and subtract numbers. I can add and subtract with fluency within 10.
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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	I can explain the meaning of the equal sign. I can tell whether equations (where we add and subtract) are true or false.

<p>1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i></p>	<p>I can find the missing number in an addition or subtraction equation.</p>
<p>Standards: Number & Operations in Base Ten</p>	<p>Long-Term Target(s)</p>
<p>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.</p>	<p>I can count to 120 from any number less than 120.</p> <p>I can read and write any number up to 120.</p> <p>I can write the number that matches with a group of objects up to 120.</p>
<p>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:</p> <ol style="list-style-type: none"> 10 can be thought of as a bundle of ten ones — called a “ten.” The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 	<p>I can explain what each digit in a two-digit number represents.</p>
<p>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 $<$.</p>	<p>I can use $>$, $=$ and $<$ to compare two-digit numbers.</p>
<p>1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a 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.</p>	<p>I can develop a variety of strategies for adding numbers and explain my thinking.</p>
<p>1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>I can explain how to find 10 more or 10 less than a number using mental math.</p>

1.NBT.6. 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.	I can use a variety of strategies to subtract multiples of 10 (in the range 10-90) and explain my thinking.
CCS Standards: Measurement & Data	Long-Term Target(s)
1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	I can compare the length of two objects 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>	I can measure objects using non-standard units.
1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.	I can tell the time using different clocks (analog & digital; to the half-hour).
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.	I can organize data. I can compare data from different categories or groups. I can explain what my data represents.
CCS Standards: Geometry	Long-Term Target(s)
1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	I can describe the traits that define shapes.
1.G.2. 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. ¹	I can combine two- or three-dimensional shapes to create a new shape.
1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	I can divide shapes into equal parts and use <i>halves</i> , <i>fourths</i> and <i>quarters</i> to describe them. I can explain the relationship between halves, fourths and quarters and a whole.

Science

Content Standards

For

Science

Grade 1
Core Themes, Content Standards and Expected Performances

Content Standards	Expected Performances
<p>Physical/Earth Science</p> <p><i>Forces and Motion – What makes objects move the way they do?</i></p> <p>1.1 - The sun appears to move across the sky in the same way every day, but its path changes gradually over the seasons.</p> <ul style="list-style-type: none"> ◆ An object’s position can be described by locating it relative to another object or the background. ◆ An object’s motion can be described by tracing and measuring its position over time. 	<p>A 10. Describe how the motion of objects can be changed by pushing and pulling.</p> <p>A 11. Describe the apparent movement of the sun across the sky and the changes in the length and direction of shadows during the day.</p>
<p>Life Science</p> <p><i>Structure and Function – How are organisms structured to ensure efficiency and survival?</i></p> <p>1.2 - Living things have different structures and behaviors that allow them to meet their basic needs.</p> <ul style="list-style-type: none"> ◆ Animals need air, water and food to survive. ◆ Plants need air, water and sunlight to survive. 	<p>A 12. Describe the different ways that animals, including humans, obtain water and food.</p> <p>A 13. Describe the different structures plants have for obtaining water and sunlight.</p> <p>A 14. Describe the structures that animals, including humans, use to move around.</p>
<p>Life Science</p> <p><i>Structure and Function – How are organisms structured to ensure efficiency and survival?</i></p> <p>1.3 - Organisms change in form and behavior as part of their life cycles.</p> <ul style="list-style-type: none"> ◆ Some organisms undergo metamorphosis during their life cycles; other organisms grow and change, but their basic form stays essentially the same. 	<p>A 15. Describe the changes in organisms, such as frogs and butterflies, as they undergo metamorphosis.</p> <p>A 16. Describe the life cycles of organisms that grow but do not metamorphose.</p>
<p><i>Science and Technology in Society – How do science and technology affect the quality of our lives?</i></p> <p>1.4 - The properties of materials and organisms can be described more accurately through the use of standard measuring units.</p> <ul style="list-style-type: none"> ◆ Various tools can be used to measure, describe and compare different objects and organisms. 	<p>A 17. Estimate, measure and compare the sizes and weights of different objects and organisms using standard and nonstandard measuring tools.</p>