

# Grade 1 Parent's Guide to Marking Period 1

During Marking Period 1, students in Grade 1 receive instruction on the concepts and skills described below.

**PLEASE NOTE:** Skills and Concepts in *Italics* Are Taught but Not Graded on the Report Card.

## MATHEMATICS

---

### Numbers and Operations in Base Ten

- Count by 1s and 10s to 120, including one more and one less.
- Read and write numerals to 120.
- Represent two-digit numbers as a quantity of 10s and 1s.
- Compare two 2-digit numbers using the symbols  $>$ ,  $=$ , and  $<$ .
- Mentally find 10 more or 10 less than a given number, without having to count.

### Operations and Algebraic Thinking

- Add and subtract within 20 using strategies such as—
  - counting on;
  - making 10 (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ );
  - decomposing a number leading to 10 (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  $6 + 6 + 1 = 12 + 1 = 13$ ).
- Fluently add and subtract within 10.
- Use addition and subtraction within 20 to solve word problems with unknowns in all positions.
- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

### Measurement and Data

- Organize data with up to three categories into bar graphs and pictographs.
- 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.
- Use addition and subtraction within 20 to solve word problems with unknowns in all positions.

## READING

---

### Reading Comprehension: Literature

- Ask and answer questions about key details in a text.
- Retell stories, including details.
- Describe characters, settings, and major events in a story, using key details and illustrations.
- With prompting and support, read and comprehend literature of appropriate complexity for Grade 1.

### Reading Comprehension: Informational

- Ask and answer questions about key details in text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- With prompting and support, read and comprehend informational text appropriately complex for Grade 1.

### Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word-analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

### Language: Vocabulary Acquisition and Use

- Participate in collaborative conversations.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Sort words into categories.
- Use sentence-level context to determine the meaning of unknown words.

## WRITING

---

### Narrative

- Recall familiar experiences to compose narratives that recount several events with details, sequence the events, and provide a sense of closure.
- Add drawings to convey meaning.

### Informative/Explanatory

- Pose questions about a topic to share with a small group.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a sense of closure.

### Opinion

- *Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion and supply a reason for the opinion, and provide a sense of closure.*

### Process, Production, and Research

- Participate in shared research.
- Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Recall information from experiences or gather information from provided sources to answer a question.

### Use of Language

- Describe people, places, things, and events with relevant details, expressing ideas and feelings.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.
- Print all uppercase and lowercase letters.
- Use proper and common nouns; singular and plural nouns with matching verbs.

## SCIENCE

---

### Life Science

- Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.
- Describe some of the ways in which animals depend on plants and on each other.
- Describe evidence from investigations that living things are made of parts too small to be seen with an unaided eye.
- Provide evidence that all organisms are made of parts that help them carry out basic functions of life.

## SOCIAL STUDIES

---

### Civics

- Explain the importance of rules.
- Identify and discuss the meaning of symbols and practices associated with the United States of America.
- Identify and describe people important to the American political system.
- Describe the rights and responsibilities of being a participating member of the family, school, and neighborhood.

## INFORMATIONAL LITERACY

---

- *Identify an assigned or personal information need.*
- *Formulate and refine questions to meet an information need.*
- *Identify, locate, and select resources to meet information need.*
- *Use a variety of formats to prepare the findings/conclusions of the information need for sharing.*
- *Use appropriate and accepted citation style to create source list.*

## ART

---

### Presenting and Responding to Art

- *Identify and compare ways that artists represent what they see, know, feel, and imagine.*
- *Identify reasons why other artists create artworks.*
- *Categorize selected artworks by theme and content.*
- *Compare how selected artworks are similar in theme and content.*

### Creating and Connecting Art

- Use color, line, shape, texture, and form to represent ideas visually from observation, memory, and imagination.
- Explore the qualities of color, line, shape, texture, form, and basic principles of design in artworks.
- Use line, shape, texture, form, color, and basic principles of design to communicate personal meaning in artworks.
- Safely manipulate and share art media and tools. Assist in cleaning tools, the workspace, and the art room.
- Identify and use color, line, shape, texture, form, and selected principles of design: pattern and repetition in artworks.

## MUSIC

---

### Performing Music

- *Sing in upper, lower, and middle registers.*
- *Sing a variety of songs and tonal patterns, matching pitch within a limited vocal range.*
- *Imitate rhythmic and tonal patterns on classroom instruments.*

## Responding to Music

- Identify various classroom instruments by sight and sound.
- Identify repeated and contrasting sections heard in music.
- Compare musical sounds: fast/slow, loud/soft, long/short, high/low.
- Perform a steady beat through locomotor and non-locomotor movement.
- Follow musical cues in singing games.
- Describe how music is used in the home, school, and community.

## PHYSICAL EDUCATION

---

### Movement Skills and Concepts

- Recognize, through participating in a variety of activities, how individuals progress through stages of learning at various rates.
- Demonstrate proficiency in a variety of skills, such as hop, jump, skip, or gallop.
- Explore and combine different movements, such as directions, time/speed, and force.
- Practice chasing, fleeing, and dodging.

### Personal and Social Responsibility

- Work effectively with others in physical-activity settings.
- Build and maintain relationships that develop a sense of community.

## HEALTH EDUCATION

---

### Mental and Emotional Health (MEH)

- *Recognize methods of communication.*
- *Examine emotions and responses to various situations.*
- *Identify how to make a good choice/decision.*

### Alcohol, Tobacco, and Other Drugs (ATOD)

- *Identify appropriate uses of medicine.*
- *Identify how tobacco use harms health.*
- *Identify the physical effects of using alcohol.*

## THINKING AND ACADEMIC SUCCESS SKILLS

---

*The Thinking and Academic Success Skills of analysis and collaboration are embedded in instruction.*

**Analysis**—*Breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.*

- *Identify and describe attributes.*
- *Compare by identifying similarities and differences.*
- *Sort and classify into categories.*
- *Identify and describe patterns and the relationships.*
- *Identify relationships among parts of a whole.*

**Collaboration**—*Working effectively and respectfully to reach a group goal.*

- *Demonstrate active listening and empathy in communicating with group members.*
- *Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.*
- *Demonstrate teamwork by working productively with others.*