

## Grade 1 Parent's Guide to Marking Period 2

During Marking Period 2, 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

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#### Numbers and Operations in Base Ten

- Understand that the two digits of a two-digit number represent amounts of tens and ones.

#### Operations and Algebraic Thinking

- Fluently add and subtract within 10.
- Add and subtract within 20 using 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  $6 + 6 + 1 = 12 + 1 = 13$ ).
- 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.
- Solve word problems that include three whole numbers with a sum (total) less than or equal to 20.
  - Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

### READING

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#### 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.

#### Reading Comprehension: Literature

- Ask and answer questions about key details in a text.
- Retell stories, including details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details and illustrations.
- Compare and contrast the adventures and experiences of characters in stories.
- With prompting and support, read prose and poetry of

appropriate complexity for Grade 1.

#### Reading Comprehension: Informational

- Identify the main topic and retell key details of a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Use the illustrations and details in a text to describe its key ideas.
- With prompting and support, read informational text appropriately complex for Grade 1.

#### Language: Vocabulary Acquisition and Use

- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
- Use sentence-level context to determine the meaning of unknown words.
- Use frequently occurring affixes and root words as a clue to the meaning of words.

### WRITING

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#### 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 some 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.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives, conjunctions, and

determiners.

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.

### 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.
- Provide a sense of closure.

## SCIENCE

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### Physical Science

- Compare the observable properties of a variety of objects and the materials they are made of, using evidence from investigations.
- Compare the different ways objects move.
- Explain that there must be a cause for changes in the motion of an object.
- Describe the effect magnets have on a variety of objects.
- Observe and gather information from explorations to describe how magnets affect some objects.

### Life Science

- Describe evidence from investigations that living things are made of parts too small to be seen with the unaided eye.

## SOCIAL STUDIES

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### Culture

- Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community.
- Recognize that individuals and groups share and borrow from other cultures.
- Explain how groups of people interact.

### History

- Examine differences between past and present time.
- Compare people and objects of today and long ago.

### INFORMATIONAL LITERACY

- Identify an assigned or personal information need.
- Formulate and refine questions to meet an information need.
- Identify relationships within fiction and nonfiction and real life.
- Identify resources to meet the information need.
- Record data/information in a variety of formats.
- Use a variety of formats to prepare the findings/conclusions of the information need, for sharing

## ART

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### Creating and Connecting to Art

- Observe and investigate to generate multiple ideas for artwork.
- Use art elements and design principles to represent ideas about place.

- Demonstrate proper procedures when using art tools, media, and workspace.
- Develop craftsmanship through manipulating art tools.
- Create art in response to place.
- Identify reasons why people from different places make art.

## MUSIC

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### Responding to Music

- Compare musical sounds: fast/slow, loud/soft, long/short, high/low.
- Perform a steady beat through locomotor and non-locomotor movement.
- Demonstrate appropriate audience behaviors.
- Describe teacher-identified criteria for evaluation of classroom performances.

### Performing Music:

- Imitate rhythmic and tonal patterns on classroom instruments.
- Perform steady beat on classroom instruments.
- Perform patriotic songs and explain their purpose.

### Reading and Notating Music

- Read simple rhythm and pitch patterns.

### Creating Music

- Create simple rhythmic and melodic patterns and notate them using iconic representation.

## PHYSICAL EDUCATION

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### Health-enhancing Physical Fitness and Activity

- Identify selected muscles by names and location.
- Identify and demonstrate how the heart and blood vessels respond to exercise.
- Identify how the body responds to exercise (heart, lungs, skin).
- Identify the function of muscles.

### Movement Skills and Concepts

- Recognize, through participating in a variety of activities, how individuals progress through stages of learning at various rates.
- Recognize that a person's skill development results from prior experience, natural ability, and practice.
- Practice a variety of movements such as bend, pull, stretch, twist, turn, push, swing, and lift.
- Develop creative movement skills.
- Demonstrate catching a bounced ball or an underhand-thrown object.
- Maintain balance on a base of support while changing body shapes.

## HEALTH EDUCATION

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### Personal and Consumer Health (PCH)

- Explain how to improve or maintain personal health.
- Identify health services available in the school.
- Identify health issues created by pollution.

### Safety and Inquiry (SI)

- Describe how to respond appropriately to emergency situations.
- Identify ways to be safe when outdoors.
- Identify ways to stay safe around animals.
- Identify ways to stay safe at home.

- Identify the characteristics of a bully.
- Define and identify telling and tattling.
- Identify ways to stay safe from strangers.