

## Grade 1 Parent's Guide to Marking Period 3

During Marking Period 3, 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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#### Measurement and Data

- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 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;
  - limit to contexts where the object being measured is spanned by a whole number of length units, with no gaps or overlaps.

#### Numbers and Operations in Base Ten

- Place Value: Add within 100
  - adding a two-digit number and a one-digit number;
  - 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.
- Place Value: Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90,
  - 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.

#### Operations and Algebraic Thinking

- 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  $12 - 8 = 4$ );
  - 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 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
- Apply properties of operations as strategies to add and subtract.
- Understand subtraction as an unknown-addend problem.
- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
- Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

### READING

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#### Reading Comprehension: Literature

- Ask and answer questions about key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Identify who is telling the story at various points in a text.
- With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

#### Reading Comprehension: Informational

- Ask and answer questions about key details in text.
- Identify the main topic and retell key details of a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.
- Distinguish between information provided in an illustration/picture and the text.
- Ask and answer questions to determine or clarify the meaning of phrases in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 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.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- 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.
- Sort words into categories in order to demonstrate understanding of a concept.

#### **Foundational Skills:**

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

## **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.
- Use a variety of singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- 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 prepositions.
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### **Narrative**

- *Recall familiar experiences to compose narratives that recount several events with details.*
- *Sequence the events in a narrative.*
- *Provide a sense of closure.*
- *Add drawings to convey meaning.*

### **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.

### **Earth and Space Science**

- Identify materials that make up natural features of Earth's surface.
- Identify aspects of the environment that are made by humans and those that are not made by humans.
- Identify changes in the natural environment and changes on Earth's surface.
- Describe and compare properties of natural and human-made objects in the environment.

### **Engineering Design and Process**

- Develop an understanding of the characteristics and scope of technology.
- Develop an understanding of the role of society in the development and use of technology.
- Develop an understanding of engineering design.
- Develop an understanding of the role of troubleshooting, research and development, invention, and experimentation in problem solving.
- Develop the abilities to apply the design process.
- Develop the abilities to assess the impact of products and systems.

## **SOCIAL STUDIES**

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### **Geography**

- Use geographic tools to locate and describe places on Earth.
- Describe places in the environment using geographic characteristics.
- Explain how people modify, protect, and adapt to their environment.

## **INFORMATIONAL LITERACY**

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- Formulate and refine questions to meet an information need.
- Identify relationships within fiction and nonfiction and real life.
- 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.

### Presenting and Responding to Art:

- Select an artwork from a personal collection for presentation and justify the choice.
- Identify how different spaces might enhance artworks.
- Identify reasons why art in a museum may be viewed differently from art in other places.
- Observe and describe aesthetic characteristics of natural, human-made, and imagined environments.
- Categorize subject matter and describe relevant details to interpret artworks.
- Apply established criteria for success to self-evaluate artwork.

## MUSIC

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### Reading and Notating Music

- Read simple rhythm and pitch patterns.
- Notate simple rhythm and pitch patterns, placing notes in spaces and on lines.

### Creating Music

- Improvise using instruments to enhance a story or song.
- Create simple rhythmic and melodic patterns and notate them using iconic representation.

### Responding to Music

- Identify various classroom instruments by sight and sound.
- Create simple movement patterns for music
- Identify ways musical concepts and ideas may be expressed in the various arts forms.
- Explore the connections between music and other disciplines.

### Performing Music:

- Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies.

## PHYSICAL EDUCATION

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### Health-enhancing Physical Fitness and Activity

- Participate in and identify activities to enhance the health-related fitness components: muscular strength, aerobic capacity/cardiorespiratory endurance, and flexibility.
- Investigate the benefits of physical activity.
- Recognize that different activities affect heart rate and compare resting heart rate with active heart rate.
- Experience activities that involve muscular strength and muscular endurance.
- Examine individual flexibility.

### Movement Skills and Concepts

- Demonstrate proficiency when performing a variety of take offs and landings.
- Develop creative movement skills.
- Maintain balance on a base of support, while changing body shapes.
- Experience and practice transferring weight from feet to hands.
- Explore a variety of tumbling experiences.

## HEALTH EDUCATION

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### Nutrition and Fitness (NF)

- Demonstrate the relationship between food and the senses.
- Recognize the relationship between food and health.
- Recognize that foods are categorized into groups.

### Family Life and Human Sexuality (FLHS)

- Identify what is special about your family.
- Describe the growth process.