

First Grade Essential Standards: ELA

Foundational Skills

Learning and Applying Foundational Reading Skills

Phonological Awareness

- **ELA.1.F.1.2:** Demonstrate Phonological Awareness.
 - **a.** Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.
 - *Clarification 1:* Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

Phonics and Word Analysis

- **ELA.1.F.1.3:** Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
 - **c.** Decode and encode regularly spelled one-syllable words.
 - *Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
 - *Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity

Fluency

- **ELA.1.F.1.4:** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
 - **a.** Recognize and read with automaticity the grade-level sight words.
 - *Clarification 1:* See Dolch and Fry word lists.
 - *Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.
 - *Clarification 3:* See [Fluency Norms](#) for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.
 - *Clarification 4:* “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See [Sample Oral Reading Fluency Rubrics](#) for prosody.
 - *Clarification 5:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Reading

Reading Across Genres

Paraphrasing and Summarizing

- **ELA.1.R.3.2:** Retell a text in oral or written form to enhance comprehension.
 - **a** Use main story elements at the beginning, middle and end for literary text.
 - **b** Use topics and important details for an informational text.

Communication

Communicating Through Writing

Handwriting

- **ELA.1.C.1.1:** Print all upper-lowercase letters.
 - *Clarification 1:* Students should have adequate spacing between letters and/or words.

Narrative Writing

- **ELA.1.C.1.2:** Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
 - *Clarification 1:* See [Writing Types](#).

Following Conventions

Conventions

- **ELA.1.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
 - *Clarification 1:* Skills to be mastered at this grade level are as follows:
 - Form and use complete simple sentences.

Vocabulary:

Finding Meaning

Context and Connotation

- **ELA.1.V.1.3:** Identify and use picture cues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.
 - *Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.
 - *Clarification 2:* See [Context Clues and Word Relationships](#).

Math

Topic 14

MAFS.1.G.1.1 (DOK 2) 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. [Conceptual Understanding]

- Identify defining and non-defining attributes of shapes
- Compare and contrast defining and non-defining attributes of shapes
- Draw shapes to show defining attributes
- Build shapes to show defining attributes

MAFS.1.G.1.2 (DOK 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. [Conceptual Understanding]

- Know that shapes can be decomposed to create composite shapes
- Describe properties of original, decomposed and composite shapes
- Determine how the original and created composite shapes are alike and different
- Create composite shapes
- Compose new shapes from a composite shape

Vocab/Quiz

Assessment

Performance Assessment

Topic 7

MAFS.1.NBT.1.1 (DOK 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. [Conceptual Understanding, Procedural Skills and Fluency]

- Recall numbers and numerals up to 120.
- Represent a number of objects up to 120 with a written numeral.
- Count to 120, starting at any number less than 120.

- Read and write numerals up to 120.

MAFS.1.NBT.2.2(c) (DOK 2) Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: [Conceptual Understanding] *In this topic only part C. of this standard is addressed. a)10 can be thought of as a bundle of ten ones — called a “ten.”b)The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.c)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).d)Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).

- Explain what each digit of a two-digit number represents.
- Define a bundle of 10 ones as a “ten.”
- **Represent numbers 11-19 as composed of a ten and correct number of ones.**
- Represent the numbers 20, 30, 40, 50, 60, 70, 80, and 90 as composed of the correct number of tens.

Vocab/Quiz

Assessment

Performance Assessment

Topic 8

MAFS.1.NBT.2.2(a & b) (DOK 2) Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: [Conceptual Understanding] *In this topic only part C. of this standard is addressed. a)10 can be thought of as a bundle of ten ones — called a “ten.”b)The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.c)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).d)Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).

- **Explain what each digit of a two-digit number represents.**
- **Define a bundle of 10 ones as a “ten.”**
- Represent numbers 11-19 as composed of a ten and correct number of ones.
- Represent the numbers 20, 30, 40, 50, 60, 70, 80, and 90 as composed of the correct number of tens.

Vocab/Quiz

Assessment
Performance Assessment

Topic 9

MAFS.1.NBT.2.3 (DOK 2) Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. [Conceptual Understanding]

- Identify the value of each digit of a number within 100
- Decompose any number within one hundred into ten(s) and one(s)
- Compare two two-digits numbers based on meanings of the tens and ones digits
- Use $>$, $<$, and $=$ symbols to record the results of comparisons

MAFS.1.NBT.3.5 (DOK 2) Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. [Conceptual Understanding, Procedural Skills and Fluency] **This standard is assessed within the Topic 10 LCS Modified Assessment**

- Identify the value of each digit in a number within 100
- Explain how to mentally find 10 more or 10 less than a given two-digit number
- Apply knowledge of place value to mentally add or subtract 10 to/from a given two digit number

Vocab/Quiz
Assessment
Performance Assessment

(make sure to save the reteach portion from Top 9 as the second standard is split to Topic 10 and then tested in February in that modified assessment)