

First Grade 2008-2009 Standards

For ELA standards:

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional baseline expectations are not intended to be all-inclusive documents.

READING: Understanding and Using Literary Texts

Standard 1-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade one read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: picture books, fables, and fantasy. In the category of **literary nonfiction**, they read autobiographical and biographical sketches. In the category of **poetry**, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.

- 1-1.1 Summarize the main idea and supporting evidence in literary text during classroom discussion.
- 1-1.2 Use pictures and words to make and revise predictions about a given literary text.
- 1-1.3 Analyze a narrative text to determine the narrator.
- 1-1.4 Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.
- 1-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
- 1-1.6 Explain how elements of author's craft (for example, word choice) affect the meaning of a given literary text.
- 1-1.7 Use relevant details in summarizing stories read aloud.
- 1-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
- 1-1.9 Classify a text as either fiction or nonfiction.
- 1-1.10 Explain cause-and-effect relationships presented in literary text.
- 1-1.11 Read independently for extended periods of time for pleasure.

READING: Understanding and Using Informational Texts

Standard 1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade one read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books, textbooks, and magazine articles. They also read directions, graphs, and recipes embedded in informational texts.

- 1-2.1 Summarize the central idea and supporting evidence in an informational text during classroom discussion.
- 1-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.
- 1-2.3 Distinguish between facts and opinions.
- 1-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

- 1-2.5 Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader.
- 1-2.6 Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.
- 1-2.7 Use functional text features (including tables of contents).
- 1-2.8 Explain cause-and-effect relationships presented in informational texts.
- 1-2.9 Read independently for extended periods of time to gain information.

READING: Learning to Read

Standard 1-3 The student will learn to read by applying appropriate skills and strategies.

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read. These indicators will be assessed by the classroom teacher. Although the phonics and phonemic awareness indicators are separated, the National Reading Panel found that the most effective way of teaching phonemic awareness is in conjunction with phonics.

ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT

- 1-3.1 Use pictures, context, and letter-sound relationships to read unfamiliar words.
- 1-3.2 Identify base words and their inflectional endings (including *-s, -es, -ing, -ed, -er, -est*).

baseline expectations:	Kindergarten	Grade 1
Prefixes		
Use any base word students are studying.		
Suffixes	-s, -ing	-s, -es, -ing, -ed, -er, -est

- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
- 1-3.4 Recognize high-frequency words encountered in texts

after	came	good	live	one	she	walk
again	car	got	love	open	so	want
all	could	had	make	our	some	was
am	day	has	may	out	soon	well
an	did	have	more	over	stop	went
any	do	he	mother	pet	take	were
are	don't	her	must	play	thank	what
as	eat	here	name	please	that	when
ask	every	how	new	pretty	them	where
at	father	house	no	put	then	white
ate	fly	if	now	ran	there	who
be	four	into	not	ride	they	will
black	friend	jump	of	round	think	with
brown	from	just	off	said	time	yes
bug	get	know	old	saw	this	
but	give	let	on	say	too	
by	going	like	once	school	under	

In addition to these lists, words related to student interests (for example, Nintendo, Barbie) or surroundings such as names of family members, friends, familiar places (for example, McDonald's, BiLo) or things (e.g., Cheerios, HiC) should be included in a student's high-frequency or sight word vocabulary. Vocabulary used in the currently adopted reading series should also be added to these lists. These word lists should not be memorized or taught in isolation. High-frequency or sight words are developed through extensive exposure to texts and a student's surroundings. High-frequency words should be recognized and read automatically. Students should remember and use the high frequency words previously learned.

1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).

1-3.6 Use structural analysis to determine meaning of compound words and contractions.

FLUENCY

1-3.7 Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.

1-3.8 Use appropriate voice level and intonation when speaking and reading aloud.

PHONEMIC AWARENESS

1-3.9 Create rhyming words in response to an oral prompt.

1-3.10 Create words by orally adding, deleting, or changing sounds.

1-3.11 Use blending to generate words orally.

PHONICS

1-3.12 Use onsets and rimes to decode and generate words.

1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.

1-3.14 Organize a series of words by alphabetizing to the first letter.

1-3.15 Identify beginning, middle, and ending sounds in single-syllable words.

1-3.16 Classify words by categories (for example, beginning and ending sounds).

1-3.17 Use blending to read.

1-3.18 Spell three- and four-letter short-vowel words and high-frequency words correctly

1-3.19 Use known words to spell new words

ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT

1-3.20 Use pictures and words to construct meaning.

1-3.21 Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).

CONCEPTS ABOUT PRINT

1-3.22 Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).

1-3.23 Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.

1-3.24 Distinguish among letters, words, and sentences.

WRITING: Developing Written Communications

Standard 1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

1-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).

1-4.2 Use simple sentences in writing.

1-4.3 Use pictures, letters, or words to tell a story from beginning to end.

1-4.4 Use grammatical conventions of written Standard American English, including:

personal pronouns	common and proper nouns	singular and plural nouns	conjunctions (<i>and, but, or</i>)
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1-4.5 Revise for word choice and simple sentence structure in written works

1-4.6 Edit for the correct use of written Standard American English including:

capitalization • first word of a sentence • names of people • pronoun <i>I</i>	punctuation • periods • exclamation points • question marks	spelling • high-frequency words • three- and four-letter short-vowel words
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Grade 1 Composite Matrix

Grade Level	Conventions of Grammar	Mechanics of Editing	Revision and Organizational Strategies	Writing Products (Examples)
1	<ul style="list-style-type: none"> personal pronouns common and proper nouns singular and plural nouns conjunctions (<i>and, but, or</i>) 	<p>Capitalization</p> <ul style="list-style-type: none"> first word of a sentence names of people pronoun <i>I</i> <p>Punctuation</p> <ul style="list-style-type: none"> periods exclamation points question marks <p>Spelling</p> <ul style="list-style-type: none"> high-frequency words three- and four-letter short-vowel words 	<ul style="list-style-type: none"> word choice use of simple sentences 	<p>Narrative writing</p> <ul style="list-style-type: none"> stories journal entries <p>Writing to describe</p> <ul style="list-style-type: none"> personal experiences people places things <p>Writing to entertain</p> <ul style="list-style-type: none"> rhymes poems <p>Writing to communicate</p> <ul style="list-style-type: none"> thank you notes

1-4.7 Use appropriate spacing between words.

1-4.8 Use appropriate word formation by writing from left to right the letters that spell a word.

1-4.9 Identify sounds orally and in writing by segmenting words.

WRITING: Producing Written Communications in a Variety of Forms

Standard 1-5 The student will write for a variety of purposes and audiences.

- 1-5.1 Create written communications (for example, thank you notes) for a specific audience.
- 1-5.2 Create narratives (for example, stories and journal entries) about people, places, actions, or things.
- 1-5.3 Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.
- 1-5.4 Create written pieces (for example, simple rhymes and poems) to entertain others.

RESEARCHING: Applying the Skills of Inquiry and Oral Communication

Standard 1-6 The student will access and use information from a variety of sources.

- 1-6.1 Generate *how* and *why* questions about a topic of interest.
- 1-6.2 Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint sources to access information.
- 1-6.3 Create categories (for example, plants and animals) to classify information.
- 1-6.4 Use the Internet with the aid of a teacher.
- 1-6.5 Use complete sentences when orally presenting information.
- 1-6.6 Follow one- and two-step oral directions.

SOUTH CAROLINA GRADE 1 SCORING RUBRIC EXTENDED RESPONSE

Score	Content/Development	Conventions
3	<ul style="list-style-type: none"> • Several details clearly related to the topic 	
2	<ul style="list-style-type: none"> • Some details, but they are less specific 	Acceptable control of age-appropriate, simple conventions of: <ul style="list-style-type: none"> • grammar • capitalization (at beginning of sentences and/or with simple proper nouns) • end punctuation • spelling • sentence formation
1	<ul style="list-style-type: none"> • Minimal details • May include unrelated ideas • May include isolated words that are related to the topic 	Lack of control of age-appropriate, simple conventions of: <ul style="list-style-type: none"> • grammar • capitalization (at beginning of sentences and/or with simple proper nouns) • end punctuation • spelling • sentence formation

PACT Editing Reminders:

- Write interesting and clear ideas.
- Use details and descriptions.
- Write a beginning, middle, and end.
- Stay on topic.
- Check spelling.
- Check punctuation.
- Check for correct use of capital letters.

0 points for:

- no response
- insufficient writing
- off topic
- illeable/incoherent

Greenville County Schools
Writing Program for First Grade

<p>Personal Writing</p> <ul style="list-style-type: none"> • Response Journals* Summarize text Answer questions from text Response to literature • How-To Paragraphs • Learning Logs Science/Social Studies observations Charting knowledge Illustrations & Diagrams • Memoir* Beginning/Middle/End Paragraph frame <p>Real World Applications</p> <ul style="list-style-type: none"> • Friendly letter* • How-to paragraphs <p>Research</p> <ul style="list-style-type: none"> • Report* Paragraph 2 sources • Book Talk/Review <p>Literary Models</p> <ul style="list-style-type: none"> • Poetry Acrostics-one word for each letter Free Verse Couplets Frame Poetry Cinquain 	<p>The Five Cycles of Writing Instruction</p>
	<p>Cycle 1: Self-selected Writing</p> <hr/> <p>Students will self-select a topic. Students are willing to write. Students share their writing with their peers.</p>
	<p>Cycle 2: Process Writing</p> <hr/> <p>(Prewriting, Drafting, Editing, and Publishing) Students will self-select topics. Students will plan their writing. Students will draft, edit, conference, and publish.</p>
	<p>Cycle 3: Process Writing</p> <hr/> <p>(Prewriting, Drafting, Revising, Editing, and Publishing) Students will self-select topics. Students will plan their writing. Students will draft, revise, edit, conference, and publish.</p>
	<p>Cycle 4: Process Writing Specific Genres</p> <hr/> <p>(Prewriting, Drafting, Revising, Editing and Publishing) Students will self-select or will be given a topic. Students will plan for a specific genre. Students will draft, revise, edit, conference, and publish.</p>
<p>Cycle 5: Single Draft Focused Writing</p> <hr/> <p>(Teaching students how to address a prompt)</p> <p style="text-align: center;"><u>Prewriting Phase</u></p> <p>Step 1: Teacher or review background knowledge for the prompt. Step 2: Present prompt and answer students' questions about it. Step 3: Have students engage in inquiry or research. <i>(Optional)</i></p> <p>Step 4: Have students individually plan their writing.</p> <p style="text-align: center;"><u>Writing Phase</u></p> <p>Step 5: Have students write first drafts.</p> <p style="text-align: center;"><u>Sharing Phase (Optional)</u></p> <p>Step 6: Have each student share her first draft with at least one other student.</p>	

The Writing Process

Prewriting

- Select a topic.
- Brainstorm a list of related words.
- Organize your information.

Drafting

- Stay focused on your topic.
- Use your organization plan.
- Add details.
- Select good transitions.
- Select descriptive words.

Revising

- Are your ideas in a good order?
- Do you have enough details?
- Are your details related to the topic?
- Have you selected "strong" words?
- Do you have a variety of "sentence beginnings?"
- Do you have a variety of sentence structures?

Editing

- Are all your words spelled correctly?
- Are all your Word Wall words spelled correctly?
- Do all your sentences begin with capital letters?
- Do all your sentences end with correct punctuation?

Publishing

- Did you create a good title?
- Did you use your best handwriting?
- If you used illustrations, do they match your story?

Mathematical Processes

Standard 1-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

- 1-1.1 Apply substantive mathematical problem-solving strategies.
- 1-1.2 Generate conjectures and exchange mathematical ideas.
- 1-1.3 Explain and justify answers to simple problems.
- 1-1.4 Analyze patterns by reasoning systematically.
- 1-1.5 Generalize mathematical concepts.
- 1-1.6 Use a variety of forms of mathematical communication.
- 1-1.7 Generalize connections among mathematics, the environment, and other subjects.
- 1-1.8 Use multiple informal representations to convey mathematical ideas.

Number and Operations

Standard 1-2: The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.

- 1-2.1 Translate between numeral and quantity through 100.
- 1-2.2 Use estimation to determine approximate number of objects in a set of 20 to 100 objects.
- 1-2.3 Represent quantities in word form through *ten*.
- 1-2.4 Recognize whole-number words that correspond to numerals through *twenty*.
- 1-2.5 Compare whole-number quantities through 100 by using the terms *is greater than*, *is less than*, and *is equal to*.
- 1-2.6 Recall basic addition facts through $9 + 9$ and corresponding subtraction facts.
- 1-2.7 Summarize the inverse relationship between addition and subtraction.
- 1-2.8 Generate strategies to add and subtract without regrouping through two-digit numbers.
- 1-2.9 Analyze the magnitude of digits through 999 on the basis of their place values.

Algebra

Standard 1-3: The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.

- 1-3.1 Analyze numeric patterns in addition and subtraction to develop strategies for acquiring basic facts.
- 1-3.2 Translate patterns into rules for simple addition and subtraction.
- 1-3.3 Illustrate the commutative property based on basic facts.
- 1-3.4 Analyze numeric relationships to complete and extend simple patterns.
- 1-3.5 Classify a number as odd or even.
- 1-3.6 Classify change over time as quantitative or qualitative.

Geometry

Standard 1-4: The student will demonstrate through the mathematical processes a sense of two- and three-dimensional geometric shapes, symmetry, and relative positions and directions in space.

- 1-4.1 Identify the three-dimensional geometric shapes prism, pyramid, and cone.
- 1-4.2 Analyze the two-dimensional shapes circle, square, triangle, and rectangle.
- 1-4.3 Classify two-dimensional shapes as polygons or nonpolygons.
- 1-4.4 Identify a line of symmetry.
- 1-4.5 Use the positional and directional terms *north*, *south*, *east*, and *west* to describe location and movement.

Measurement

Standard 1-5: The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.

- 1-5.1 Use a counting procedure to determine the value of a collection of pennies, nickels, dimes, and quarters totaling less than a dollar.
- 1-5.2 Represent a nickel, a dime, a quarter, a half-dollar, and a dollar in combinations of coins.
- 1-5.3 Represent money by using the cent and dollar notations.
- 1-5.4 Use whole-inch units to measure the length of an object.
- 1-5.5 Generate common referents for whole inches.
- 1-5.6 Use common referents to make estimates in whole inches.
- 1-5.7 Use nonstandard units to measure the weight of objects.
- 1-5.8 Use analog and digital clocks to tell and record time to the half hour.
- 1-5.9 Illustrate past and future dates on a calendar.
- 1-5.10 Represent dates in standard form (June 1, 2007, for example) and numeric form (6-1-2007, for example).
- 1-5.11 Use Celsius and Fahrenheit thermometers to measure temperature.

Data Analysis and Probability

Standard 1-6: The student will demonstrate through the mathematical processes a sense of collecting, organizing, and interpreting data and of making predictions on the basis of data.

- 1-6.1 Use survey questions to collect data.
- 1-6.2 Organize data in picture graphs, object graphs, bar graphs, and tables.
- 1-6.3 Interpret data in picture graphs, object graphs, bar graphs, and tables by using the comparative terms *more*, *less*, *greater*, *fewer*, *greater than*, and *less than*.
- 1-6.4 Predict on the basis of data whether events are *likely* or *unlikely* to occur.

Scientific Inquiry

Standard 1-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

- 1-1.1 Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.
- 1-1.2 Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.
- 1-1.3 Carry out simple scientific investigations when given clear directions.
- 1-1.4 Use appropriate safety procedures when conducting investigations.

Plants (Life Science)

Standard 1-2: The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments.

- 1-2.1 Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and growth.
- 1-2.2 Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).
- 1-2.3 Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts, and what particular kinds of physical traits they have).
- 1-2.4 Summarize the life cycle of plants (including germination, growth, and the production of flowers and seeds).
- 1-2.5 Explain how distinct environments throughout the world support the life of different types of plants.
- 1-2.6 Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.

Sun and Moon (Earth Science)

Standard 1-3: The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon.

- 1-3.1 Compare the features of the day and night sky.
- 1-3.2 Recall that the Sun is a source of heat and light for Earth.
- 1-3.3 Recognize that the Sun and the Moon appear to rise and set.
- 1-3.4 Illustrate changes in the Moon's appearance (including patterns over time).

Earth Materials (Earth Science)

Standard 1-4: The student will demonstrate an understanding of the properties of Earth materials.

- 1-4.1 Recognize the composition of Earth (including rocks, sand, soil, and water).
- 1-4.2 Classify rocks and sand by their physical appearance .
- 1-4.3 Compare soil samples by sorting them according to properties (including color, texture, and the capacity to nourish growing plants).
- 1-4.4 Recognize the observable properties of water (including the fact that it takes the shape of its container, flows downhill, and feels wet).

- 1-4.5 Illustrate the locations of water on Earth by using drawings, maps, or models.
- 1-4.6 Exemplify Earth materials that are used for building structures or for growing plants.

Exploring Motion (Physical Science)

Standard 1-5: The student will demonstrate an understanding of the positions and motions of objects.

- 1-5.1 Identify the location of an object relative to another object.
- 1-5.2 Explain the importance of pushing and pulling to the motion of an object.
- 1-5.3 Illustrate the fact that sound is produced by vibrating objects.
- 1-5.4 Illustrate ways in which objects can move in terms of direction and speed (including straight forward, back and forth, fast or slow, zigzag, and circular).

Families Here and across the World

H= history G= geography P = political science/government E = economics

Standard 1-1: The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.

- 1-1.1 Summarize the characteristics that contribute to personal identity, including physical growth, the development of individual interests, and family changes over time. (H)
- 1-1.2 Summarize ways in which people are both alike and different from one another in different regions of the United States and the world, including their culture, language, and jobs. (H, G, E)
- 1-1.3 Illustrate personal and family history on a time line. (H)
- 1-1.4 Compare the daily life of families across the world—including the roles of men, women, and children; typical food, clothes, and style of homes; and the ways the families earn their living. (H, E, G)
- 1-1.5 Illustrate different elements of community life, including the structure of schools; typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication. (H, E, G)

Standard 1-2: The student will demonstrate an understanding of home, school, and other settings across the world.

- 1-2.1 Identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions. (G)
- 1-2.2 Compare the ways that people use land and natural resources in different settings across the world, including the conservation of natural resources and the actions that may harm the environment. (G)

Standard 1-3: The student will demonstrate an understanding of how government functions and how government affects families.

- 1-3.1 Identify the basic functions of government, including making and enforcing laws and protecting citizens. (P)
- 1-3.2 Summarize of the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials. (P)
- 1-3.3 Identify ways that government affects the daily lives of individuals and families in the United States, including providing public education, building roads and highways, and promoting personal freedom and opportunity for all. (P)
- 1-3.4 Summarize possible consequences of an absence of laws and rules, including the potential for disorderliness and violence. (P)

Standard 1-4: The student will demonstrate an understanding of the foundations and principles of American democracy.

- 1-4.1 Recognize the basic values of American democracy, including respect for the rights and opinions of others, fair treatment for everyone, and respect for the rules by which we live. (P)
- 1-4.2 Identify the different levels of government—local, state, and national. (P)
- 1-4.3 Recall the contributions made by historic and political figures to democracy in the United States, including George Washington, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Martin Luther King Jr., and Rosa Parks. (P, H)

Standard 1-5: The student will demonstrate an understanding of the role of citizens in the American democracy.

- 1-5.1 Recognize ways that all citizens can serve the common good, including serving as public officials and participating in the election process. (P)
- 1-5.2 Summarize the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules). (P)

Standard 1-6: The student will demonstrate an understanding of how and why people make economic choices and the importance of these choices for families.

- 1-6.1 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services to obtain. (E)
- 1-6.2 Explain methods for obtaining goods and services, including buying with money and bartering. (E)
- 1-6.3 Identify ways that families and communities cooperate and compromise in order to meet their needs and wants. (E, P)
- 1-6.4 Recognize the roles of producers and consumers and the ways in which they are interdependent. (E)