First Grade Learning Skills

Work Skills

- Listens attentively
- Listens and follows directions
- Makes appropriate transitions
- Focuses on and completes work and tasks in a neat and timely manner
- Works independently when appropriate
- Cooperates with others
- Helps others
- Becomes more independent
- Follows multi-step oral directions

Organizational Skills

- Unpacks and packs backpack
- Demonstrates responsibility for school supplies and personal belongings
- Keeps personal and school supplies neat and organized
- Follows daily schedule
- Writes name on papers
- Turns in finished homework assignments on time

Study Skills

- Visits the public library
- Develops library skills
- Accurately copies words and sentences
- Begins to develop dictionary and glossary skills
- Uses **graphic organizers**
- Completes homework assignments averaging 15 minutes four times per week
- Develops test-taking skills

First Grade Reading

Reading Skills

- Apply **conventions of print** (left to right, top to bottom, front to back, holds book, turns pages, punctuation) accurately
- Identify the title, author, and illustrator of a story
- Read a variety of genres
- Rhyme
- Increase and apply vocabulary
- Identify uppercase and lowercase letters
- Explains letter casing in text
- Arranges words in alphabetical order to the first letter
- Identify sight words
- Read **Fry's Common Words 1-100**
- Begin to recognize homophones, homographs, and words with multiple meanings
- Identify and use contractions and compound words
- Use picture, context, phonetic, root word, and syllabication clues to identify unknown words
- Recognize changes in words to express plural, possessive, and tense
- Arranges words in logical sentence order
- Use appropriate volume, intonation, enunciation, expression, and rate of fluency
- Use punctuation to guide fluent oral reading
- Begin to self-correct
- Participate in paired, choral, shared, and echo reading
- Choose appropriate material to read independently

Phonics

- Identify and apply consonant sounds, blends, and digraphs (th, ch, sh, wh)
- Identify and apply short, long, and r-controlled vowel sounds
- Identify and apply vowel digraphs (ay, ie, ea, oo) and diphthongs (oi, oy, ow, ou, ew)
- Identify and use hard and soft consonants
- Identify and produce initial, medial, and final sounds in words
- Recognize word family patterns
- Identify the number of syllables in a word
- Identify, segment, and combine sounds within a word
- Identify, segment, and combine syllables within a word

Comprehension

- Recognize a purpose for reading
- Recognize universal themes in literature
- Actively listen and respond to oral reading
- Observe and retell a story in sequence
- Recognize cause and effect
- Interpret illustrations

- Apply prior knowledge
- Make connections within a text, to other text, and to personal experience
- Visualize
- Make, confirms, and revises predictions
- Begin to make inferences
- Draws conclusions
- Dramatize
- Summarizes
- Recognize details and facts
- Identify pronouns and their antecedents
- Categorizes, compare and contrasts
- Preview text
- Use criteria to develop **literary responses**
- Clarify understanding through rereading and discussion

Literary Analysis

- Recognize author's purpose
- Express and support opinion
- Begin to identify characteristics of folktales and fables,
- Distinguish between realism and fantasy, fiction, and non-fiction
- Examine **literary elements** (characters, settings, beginning, middle, and end, theme, conflict)
- Examine **literary devices** (Rhyme, repetition, alliteration, imagery, onomatopoeia, dialogue)
- Examine the structure of poetry
- Examine a work of literature through a variety of media

First Grade Language Arts

Grammar

- Uses conventional English
- Identifies nouns through classification
- Identifies verbs
- Uses adjectives and pronouns
- Uses prepositions to denote place and position
- Uses declarative and interrogative sentences
- Identifies and uses complete sentences
- Identifies and uses end mark punctuation

Writing

- Begins to use the **writing process**
- Writes a complete simple sentence
- Uses relevant illustrations
- **Writes for various purposes**
- Writes using a variety of **genres** (poetry, **journal writing**)

Speaking and Listening

- Demonstrates increased attention
- Increases and applies vocabulary
- Displays courtesy and manners in speaking and listening
- Listens for various purposes
- Follows three-step directions
- Participates in discussions
- Varies voice and speech techniques
- Asks and answers questions appropriately
- Uses directional words to describe location
- Clearly states full name, street address, and phone number
- Sets a purpose for speaking
- Makes oral presentations
- Organizes thoughts
- Uses appropriate volume

Spelling

- Prints upper and lowercase letters
- Prints initial, medial, final consonant and vowel sounds
- Uses inventive and conventional spelling
- Spells **Sitton high frequency words 1-100**
- Uses word banks
- Spells compound words, contractions, and patterned words

- Begins to use the correct grapheme for a given phoneme

Handwriting

- Demonstrates correct posture, paper position, and pencil grip for writing
- Prints full name using proper letter case
- Prints uppercase and lowercase letters using proper form
- Forms and spaces letters, words, and numbers
- Uses left to right, top to bottom progression

Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

[1]Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Grade 1 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 1.OA

Represent and solve problems involving addition and subtraction.

1. 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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[2]
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.[3] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use 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).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.*

Number and Operations in Base Ten 1.NBT

Extend the counting sequence.

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.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
   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).

[2]See Glossary, Table 1.
[3]Students need not use formal terms for these properties.

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and 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.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.

Measurement and Data 1.MD

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. 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.*

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; 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.

Geometry 1.G

Reason with shapes and their attributes.

1. 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.
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.[4]
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

[4]Students do not need to learn formal names such as "right rectangular prism."

First Grade Science

- Observe and participate in the scientific method
- Participate in hands-on science projects, labs, and activities

Physical Science

MATTER

- Identify and give examples of the three states of matter
- Describe matter using physical properties
- Observe changing states of matter

ENERGY

- Discuss basic energy sources
- Identify energy sources
- Classify energy as light, sound, or mechanical

MAGNETS

- Discuss magnetic force
- Explore and classify objects that attract or repel magnets
- Demonstrate the transfer of magnetic energy

ELECTRICITY

- Build simple open and closed circuits with and without switches
- Explain and demonstrate what occurs when additional energy or light sources are added to a circuit

SIMPLE MACHINES

- Discuss and demonstrate work, force, and motion
- Explore and create simple machines
- Explore and identify friction

Earth Science

ROCKS AND MINERALS

- Explore characteristics of rocks and minerals
- Explore the formation of rocks
- Examine components of soil

First Grade Environmental Education

Ecology

Identifies and describes the basic needs of living things in a terrestrial habitat
Describes a simple food chain within a terrestrial habitat
Identifies living things that are threatened, endangered, or extinct
Describes the seasons and describes how the change of the season affects living things

Watersheds and Wetlands

Explains the path water takes as it moves through the water cycle

Natural Resources

Identifies some renewable resources used in the community
Recognizes the difference between renewable and nonrenewable resources

Agriculture and Society

Describes the role of soil in agricultural systems
Describes the life cycles of different plants and animals in a terrestrial habitat

Humans and the Environment

Identifies resources humans use from the environment
Describes how pollution affects the health of a habitat
Identifies where waste from the home, school, and community goes for disposal
Practices ways to reduce, reuse, and recycle

First Grade Social Studies

Civics and Government

- Recognize the United States of America as our country, Pennsylvania as our state, and Harrisburg, the city where St. Stephen's Episcopal School is located
- Recognize national symbols, songs, speeches, slogans, and holidays
- Identify responsibilities within a group and the community
- Demonstrate responsibilities in the classroom
- Identify a problem within the school community and discuss possible solutions with adult assistance
- Recite the Pledge of Allegiance
- Recite the School Pledge
- Explain and discuss the need for rules and consequences in the home, school, and community
- Identify the roles, services, and value provided by local government employees (e.g. law enforcement, fire, emergency works, etc.)
- Identify positions of authority in school, family, and local and national government
- Discuss the role of school authority figures
- Recognize that communities have laws
- Discuss the difference between rules and laws
- Identify and demonstrate "Be Safe, Be Respectful, Be Responsible"
- Define equality and the need to treat everyone equally
- Participate in and explain the voting process
- Participate in a service project and discuss its impact on the community
- Identify how information is conveyed to the public

Geography

- Use, read, and create maps with keys
- Identify local bodies of water and landforms
- Describe the locations and uses of important areas within the school and community
- Use directionality, size, and position to describe location
- Describe the interaction between people, animals, natural events, and physical features of the environment

Economics

- Identify goods and services and discuss means of payment
- Explain and demonstrate how money is used
- Discuss differences between wants and needs
- Identify consumers and producers
- Identify choices to meet needs
- Identify a choice based on classroom interest
- Recognize locally and regionally produced products

- Discuss the difference between working and volunteering
- Identify different jobs, the purpose of each, and the tools necessary
- Identify modes of transportation
- Discuss how goods and services are transported
- Identify businesses and their corresponding goods and services

History

- Identify a sequence of events through a day, weeks, months, and years
- Identify days of the week and months of the year
- Examine the passage of time using past, present, and future
- Compare historical, cultural, and political events and people to the present
- Identify historical conflict in the community
- Begin to discuss cause and effect in historical events
- Identify examples of change

First Grade Character Education

- Identify and express feelings
- Recognize and identify feelings of others
- Identify social cues such as facial expressions and body language
- Recognize and discuss similarities and differences in others' feelings
- Describe situations that evoke feelings
- Use "I" messages
- Respond appropriately to someone in distress
- Predict how others will feel as a result of an action
- Describe and discuss interpersonal skills
- Identify intent of action and begin to accept responsibility
- Recognize the rights of others
- Identify ways to gain self control
- Begin to use self control
- Begin to compare and contrast choices
- Identify and discuss anger management techniques
- Begin to manage behaviors through anger management techniques
- Begin to identify positive ways to respond to unkind behaviors
- Show respect to self and others
- Begin to develop and use problem solving skills
- Practice good manners and proper etiquette

First Grade Health

Mental and Social Health

- Develops ideas of a positive self-image
- Develops the distinction between physical feeling and emotional feeling
- Explains feelings and how they are expressed
- Realizes that there are differences and similarities among people

Growth and Development

- Names basic needs of the human body
- Recognizes and identifies the stages of human development; infant, child, adult
- Recognizes different family units
- Recognizes different roles and responsibilities of family members

Hygiene and Personal Health

- Develops good body and dental health
- Develops healthy hygiene habits
- Discusses the benefits of regular, physical activity
- Recognizes emergency situations and explains appropriate responses
- Seeks first aid for injuries
- Describes how germs are spread
- Identifies the steps in a decision making process

Nutrition

- Examines and discusses the basic food groups
- Categorizes food within the food groups
- Distinguishes between nutritious and non-nutritious foods

Safety and Injury Prevention

- Shows an awareness of personal and traffic safety
- Develops an awareness of fire safety procedures
- Knows the procedure in dialing 911 and reporting an emergency
- Understands poisons and their harmful effects on the body
- Explains the proper use of medicines
- Discusses techniques for personal safety
- Recognizes safe and unsafe touches
- Realizes the importance of reporting unsafe touching to an appropriate adult

First Grade Art

- create art through the use of shape, line, pattern, and color
- recognize art as variations of shape, pattern, and color
- use a variety of materials and tools
- explore art through a variety of medium
- describe and react to works of art
- begin to appreciate own artistic creations and the works of others
- use imaginations to create individualized design
- experience and explore a variety of art exhibits and performances

First Grade Religion

Biblical Stories

- Listen to, respond to, and retell various Bible stories from the Old and New Testament
- Explore biblical stories through different media
- Listen to and sing Bible songs

Traditions

- Demonstrate familiarity with aspects of worship and chapel procedures
- Recite the Lord's Prayer and Apostle's Creed
- Listen to and perform songs for worship
- Explore the areas of the church building
- Examine the Ten Commandments
- Listen to and respond to stories of other faiths
- Listen to and sing songs from other faiths
- Examine celebrations of other faiths

Peace and Justice

- Show respect for self and others
- Explore ethical decision-making skills
- Show and accept forgiveness
- Discuss one's actions and their affect on others
- Explore the connection between religion and the environment

First Grade World Language

- Understands and responds to greetings, introductions, and courtesy expressions
- Responds to simple questions and commands
- Recites numbers 0-39
- Uses numbers to describe sets of objects
- Increases and applies vocabulary
- Uses correct word order
- Uses correct articles
- Classifies and categorizes fruits, vegetables, family members, colors, classroom objects, rooms in a home, animals, body parts, and weather
- Identifies months and days
- Examines and discusses culture

First Grade Music

- Creates, responds to, and performs music
- Explores sound through singing, moving, listening, and playing instruments
- Understands and demonstrates visual and oral patterns
- Identifies instruments and tone patterns
- Identifies musical styles
- Examines and describes elements of music
- Sings with a group
- Expands voice range
- Listens and responds to music from a variety of cultures, styles, composers, and time periods, in different mediums

First Grade Physical Education

- Develops and uses vocabulary
- Identifies and engages in physical activities that promote physical fitness and health
- Participates in activities with and without manipulatives
- Demonstrates gross motor movements
- Performs balance, agility, cardio, stretching, and strength building activities
- Demonstrates throwing, catching, and kicking skills
- Develops rope jumping skills
- Participates in structured activities
- Begins to participate in team activities
- Participates in swimming
- Understands and demonstrates the need for rules, good sportsmanship, cooperation, and teamwork
- Identifies and uses safe practices

First Grade Computer

General

- Demonstrates proper use and care of all technology equipment
- Begins to demonstrate proper posture and position
- Identifies hardware pieces (keyboard, mouse, printer)
- Uses correct computer terminology
- Uses mouse
- Demonstrates placing curser
- Identifies and uses space bar, shift, tab, delete, backspace, enter, punctuation, and arrow keys
- Uses taskbar to change applications

Word Processing

- Creates and manipulates documents with graphics
- Uses drawing tools in documents
- Formats text in documents (bold, underline, sizing, etc.)
- Navigates and enters data into tables

Internet

- Explains rules for personal real-world safety and online safety
- Explains the difference between programs on an individual computer and those on websites
- Explains that material found on the computer is someone's property
- Navigates within a webpage
- Accesses teacher identified and bookmarked pages
- Enters URL/address