

English Language Arts Learning Objectives

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using 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.
- Use illustrations and details in a story to describe its characters, setting, or events.
- With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Compare and contrast the adventures and experiences of characters in stories.
- Ask and answer questions about key details in a text.
- 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.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points 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 texts appropriately complex for grade 1.
- Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs and trigraphs.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 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. (See grade 1 Language standards 1 and 3 here for specific expectations.).
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- 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.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- 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.
- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- 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.
- 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 as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
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- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Mathematics Learning Objectives

- 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.
- 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.
- Apply properties of operations as strategies to add and subtract. 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.)
- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 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 $6 + 6 + 1 = 12 + 1 = 13$).
- 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

- 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.
- Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
- 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 that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - 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).
- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- 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.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 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.
- Tell and write time in hours and half-hours using analog and digital clocks.
- 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.

- 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.
- 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.

Social Studies Learning Objectives

- Describe roles and responsibilities of people in authority.
- Explain how all people, not just official leaders, play important roles in a community.
- Explain the need for and purposes of rules in various settings inside and outside of school.
- Explain what governments are and some of their functions.
- Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- Apply civic virtues when participating in school settings.
- Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- Compare their own point of view with others' perspectives.
- Explain how people can work together to make decisions in the classroom.
- Identify and explain how rules function in public (classroom and school) settings.
- Describe how people have tried to improve their communities over time.
- Explain how scarcity necessitates decision making.
- Identify the benefits and costs of making various personal decisions.
- Describe the skills and knowledge required to produce certain goods and services.
- Describe the goods and services that people in the local community produce and those that are produced in other communities.
- Describe examples of costs of production.
- Describe the role of banks in an economy.



- Identify prices of products in a local market.
- Construct maps, graphs, and other representations of familiar places.
- Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.
- Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
- Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
- Identify some cultural and environmental characteristics of specific places.
- Explain why and how people, goods, and ideas move from place to place.
- Compare how people in different types of communities use local and distant environments to meet their daily needs.
- Describe the connections between the physical environment of a place and the economic activities found there.
- Create a chronological sequence of multiple events.
- Compare life in the past to life today.
- Gather relevant information from one or two sources while using the origin and structure to guide the selection.
- Construct an argument with reasons.
- Construct explanations using correct sequence and relevant information.
- Present a summary of an argument using print, oral, and digital technologies.
- Ask and answer questions about arguments.
- Ask and answer questions about explanations.
- Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- Identify ways to take action to help address local, regional, and global problems.

Science Learning Objectives

- Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- Make observations to determine the effect of sunlight on Earth's surface.
- Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
- Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

- Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- Make observations of plants and animals to compare the diversity of life in different habitats.
- Use and share observations of local weather conditions to describe patterns over time.
- Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Obtain information to identify where water is found on Earth and that it can be a solid or liquid.

Social Emotional Learning Objectives

- Identify and name emotions such as happy, sad, angry, surprised, confused, and embarrassed in themselves and in story characters.
- Describe how a story or experience makes them feel, using feeling and sensing words.
- Describe their own traits, interests, and hopes for the future.
- Reflect on personal experiences, including times they showed courage, through drawing and narrative writing.
- Follow expectations for respectful, responsible behavior at home and during learning time.
- Keep trying when work is difficult and ask for help when needed.
- Recognize how family members, authority figures, and community helpers care for and help others.
- Show respect for people whose beliefs, traditions, and perspectives differ from their own.
- Identify acts of kindness, courage, and fairness in the lives of historical figures.
- Recognize expressions of gratitude in family and community traditions.
- Use kind and polite words with family, friends, and community members.
- Practice sharing and helping at home and with friends.
- Suggest solutions to everyday social problems, such as helping a friend in need.
- Explain why rules are needed at home, at school, and in the community.
- Identify the consequences of keeping or breaking rules, including how choices affect other people's feelings.
- Identify the choices a good citizen makes and apply them to everyday scenarios.
- Explain how voting helps groups make fair decisions together.