

FIRST GRADE ESSENTIALS

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| <p>READING Answer questions with evidence (CCSSR1) Summarize and Synthesize (CCSSR2) Analyze character development (CCSSR3) Analyze text structure (CCSSR5)</p> | <ul style="list-style-type: none"> ○ Locate information in pictures ○ Listen for information ○ Re-tell stories, identify parts ○ Identify character traits and actions ○ Classify ○ Compare/contrast ○ Predict |
| <p>GENRES</p> | <ul style="list-style-type: none"> ○ Fiction: stories, fairy tales, fantasies ○ Poems, songs, paintings ○ Non-Fiction: science, social studies |
| <p>WORD KNOWLEDGE/ PHONICS</p> | <ul style="list-style-type: none"> ○ sight words—Fry 200 ○ number words ○ phonics patterns ○ DIBELS ○ nouns, verbs, pronouns |
| <p>WRITING</p> | <ul style="list-style-type: none"> ○ build sentences ○ descriptive writing ○ dictate language experience stories ○ write captions ○ basic punctuation ○ journal |
| <p>SCIENCE Explain with details.</p> | <ul style="list-style-type: none"> ○ Weather ○ Plants and animals, habitat, adaptation ○ foods |
| <p>SOCIAL STUDIES Explain with details.</p> | <ul style="list-style-type: none"> ○ Model and map ○ Neighborhood ○ Responsibilities ○ Rules ○ money |
| <p>MATH Numbers and Operations</p> | <ul style="list-style-type: none"> ○ Count and read numerals to 100 ○ Count backwards from 20 ○ Count by 2's to 50 ○ Addition of single digits ○ Subtraction of single digits ○ Addition/subtraction double digits (tens/ones) to 50 ○ Property of zero ○ Addition/subtraction of double digits to 99 ○ Place value ones, tens, hundreds, thousands ○ Compare whole numbers up to 100 ○ Use words "greater than," "less than," and "equal to." ○ Round by 5's and 10's |
| <p>LEARNING SKILLS</p> | <ul style="list-style-type: none"> ○ Listen ○ Work with others ○ Follow directions |

CPS Mathematics Targets—FIRST GRADE

By the end of Grade 1, students will:

Number Sense

- Count by 1s from zero past 100
- Skip count by 2s, 5s, and 10s past 100
- Estimate and count collection of objects using strategies and a calculator
- Use number words and numerals to represent quantities
- Understand ordinal, cardinal, odd, and even numbers
- Develop an understanding of base-ten up to 100 and use appropriate vocabulary
- Understand composing and decomposing single-digit whole numbers
- Understand and apply operations of addition and subtraction
- Understand $\frac{1}{2}$ and $\frac{1}{4}$ parts of a whole
- Understand and apply operations of addition and subtraction

Measurement

- Order and compare objects by attributes
- Explore *Measurement* using non-standard tools for length, weight/mass, and capacity/volume
- Develop an understanding of duration of time
- Develop an initial understanding of concepts of money

Algebra

- Understand common and uncommon attributes
- Describe relationships and solve problems involving simple patterns
- Describe and compare growth patterns
- Construct and solve simple number sentences with variables

Geometry

- Identify, model, compare, and sort simple 2-dimensional and 3-dimensional shapes in the environment
- Identify shapes that are the same
- Recognize shapes with a line of symmetry
- Develop an understanding of position of objects in space

Data Analysis and Probability

- Use simple methods to gather, organize, and display data
- Compare information from tables and graphs
- Identify possible and impossible events

CPS Science Targets—FIRST GRADE

By the end of Grade 1, students will:

Scientific Inquiry Processes and Technological Design

- Conduct inquiry investigations over time with the help of an adult
- Make observations of the world around them
- Collect and record their observations of the world around them
- Organize, display, and explain their observations of the world around them
- Share ideas for how to solve problems
- Choose a solution to a problem and test it
- Talk about what happened during the test of the solution

Function, Adaptation, and Change of Living Things

- Describe the growth of different plants over time
- Name parts of living things
- Find different ways living things can develop and change due to environmental influences

Interaction of Living Things with Each Other and the Environment

- Describe how living things depend on their environment
- Explore how living things depend on each other to survive
- Compare** similarities and differences between organisms and humans

Matter and Energy

- Read about energy sources in the world
- Observe properties of materials around them
- Identify and describe solids and liquids
- Classify** materials based on their properties

Force and Motion

- Compare** how objects move when pushed or pulled
- Talk about simple machines that make work easy

Earth and Its Resources

- Sort soil, sand, and rocks based on their properties
- Read about how soil, sand, rocks, water, and air are parts of the Earth's systems
- Tell about ways to use rocks, soil, sand, and water
- Compare** different types of soil from different places
- Record observations of daily weather changes
- List things that can and cannot be recycled in the classroom and at home
- Recycle and reuse in the classroom and at home

Composition and Structure of the Universe

- Compare** the shape of the moon over time
- Talk about the path of the sun over time
- Talk about the sun and moon and how their places in the sky change

Practices of Science

- Follow science safety rules
- Use scientific habits of mind

Science, Technology, and Society

- Collect and write information accurately
- Talk about inventions of scientists that they use every day
- Tell how they use science and technology in the classroom and at home
- Explain how pollution can happen
- Discuss characteristics of healthy living

CPS Phonemic Awareness and Phonics Targets—1st GRADE

By the end of Grade 1, students will:

Phonological/Phonemic Awareness

- Identify and manipulate sounds in words through counting syllables in words (e.g., rab-bit - 2 syllables), hearing rhyme (e.g., bear, dare, fair), recognizing alliteration (e.g., Silly Sally saw seven silly seagulls - /s/), and onset and rime (e.g., onset b, c, f, h; rime –at = bat, cat, fat, hat)
- Blend and separate sounds in single-syllable words
- Distinguish long from short vowel sounds in spoken, single-syllable words (e.g., kit - short i; kite – long i)
- Isolate and pronounce beginning, middle, and ending sounds of single-syllable words (e.g., bat - /b/ă/t/ - bat)

Phonics, Decoding, and Word Recognition

- Identify all consonants and long and short vowel sounds
- Use knowledge of letter-sound correspondence to decode one- and two-syllable words
- Know final -e (e.g. cake) and common vowel team conventions (e.g., team, seem)
- Determine the meaning of unknown words by using phonics, word patterns, context clues, and illustrations
- Recognize an increasing bank of grade-appropriate, high-frequency words

CONFIRM Kindergarten Competence

CPS Phonemic Awareness and Phonics Targets—KINDERGARTEN

By the end of Kindergarten, students will:

Phonemic/Phonological Awareness

- Recognize how many individual words are spoken in a phrase or simple sentence
- Count and pronounce segments and blend sounds in spoken words
- Recognize and create rhyming words (e.g., bear, care, fair)
- Identify and isolate beginning, middle, and ending sounds of three phoneme words (e.g., beginning sound /b/ middle sound /a/ ending sound /t/ in the word bat)

Phonics, Decoding, and Word Recognition

- Recognize letters and the sounds they represent
- Identify long and short sounds for the five major vowels (a, e, i, o, u)
- Blend sounds to read one-syllable decodable words (/k/ /a/ /t/=cat)
- Recognize an increasing bank of high-frequency words (at least 25 high frequency words)
- Use knowledge of phonics and sounds of letters to spell words

Core Reading Standards for First Grade

| READING LITERATURE | READING INFORMATIONAL TEXT/NONFICTION |
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| KEY IDEAS AND DETAILS | KEY IDEAS AND DETAILS |
| 1. Ask and answer questions about key details in a text. | 1. Ask and answer questions about key details in a text. |
| 2. Retell stories, including key details , and demonstrate understanding of their central message or lesson. | 2. Identify the main topic and retell key details of a text. |
| 3. Describe characters, settings , and major events in a story, using key details . | 3. Describe the connection between two individuals, events, ideas , or pieces of information in a text. |
| CRAFT AND STRUCTURE | CRAFT AND STRUCTURE |
| 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types . | 5. 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. |
| 6. Identify who is telling the story at various points in a text. | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| INTEGRATION OF KNOWLEDGE AND IDEAS | INTEGRATION OF KNOWLEDGE AND IDEAS |
| 7. Use illustrations and details in a story to describe its characters, setting , or events . | 7. Use the illustrations and details in a text to describe its key ideas . |
| 8. (Not applicable to literature) | 8. Identify the reasons an author gives to support points in a text. |
| 9. Compare and contrast the adventures and experiences of characters in stories. | 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions , or procedures). |
| RANGE AND LEVEL OF TEXT COMPLEXITY | RANGE AND LEVEL OF TEXT COMPLEXITY |
| 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. | 10. With prompting and support, read informational texts appropriately complex for grade 1. |

CPS Reading Targets—FIRST GRADE

By the end of Grade 1, students will:

Concepts about Print

- Identify the author, title, and front and back covers of a book
- Understand that reading goes from left to right, top to bottom, and page by page
- Recognize and distinguish between letters, words, and sentences
- Understand that pictures and print have meaning
- Match oral word to printed word while recognizing sentence structure
- Identify that different punctuation marks have meaning (e.g., . = stop; ? = question; ! = excitement)

Comprehension

- Use prior knowledge, predictions, personal connections, and ask questions to understand text
- Check for understanding during reading by rereading, reading ahead, using illustrations, asking clarifying questions, and using context clues
- Retell and sequence main events with a beginning, middle, and end
- Use specific parts of the text to support answers to simple questions or to support a point
- Identify and compare elements of character, setting, and plot within and across stories
- Identify and compare similarities and differences between two texts on the same topic
- Make simple evaluative expressions about text (e.g., “I like the story because”, and “I didn’t like the character because”)
- Distinguish between fiction and non-fiction
- Use information and respond to illustrations, pictures, and details in stories to describe characters, events, or settings
- Use information and respond to illustrations, text features, and functional text (e.g., recipes, charts, maps, directions)

Fluency

- Read grade-level text that sounds like everyday speech with accuracy, appropriate rate, and expression
- Recognize errors during oral reading that interfere with the meaning, and use self-correcting strategies

Vocabulary

- Use a variety of resources (e.g., age-appropriate dictionaries, pictures, illustrations, asking others, context, previous experiences) to learn the meaning of unfamiliar words
- Develop vocabulary through listening, discussing, and direct teaching of words in literary, informational, and subject-specific texts (e.g., math, science, social science, art, music, health)

Speaking and Listening

- Actively participate in group conversations on Grade 1 topics and texts by:
 - Following agreed-upon rules for discussions
 - Building on others’ talk in conversation by linking their comments to the remarks of others
- Share information, highlight important points, and use appropriate eye contact, adequate volume, and clear pronunciation
- Describe familiar people, places, things, and events and provide additional detail with prompting and support
- Tell stories, and share information and ideas in a logical order while speaking in complete sentences
- Speak audibly and express thoughts, feelings, and ideas in complete sentence

Core Writing Standards for First Grade

| <i>TEXT TYPES AND PURPOSES</i> |
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| 1. 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. |
| 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| 3. 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. |
| <i>PRODUCTION AND DISTRIBUTION OF WRITING</i> |
| 4. (Begins in grade 3) |
| 5. 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. |
| 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| <i>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</i> |
| 7. 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). |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| 9. (Begins in grade 4) |
| <i>RANGE OF WRITING</i> |
| 10. (Begins in grade 3) |

CPS Writing Targets—FIRST GRADE

By the end of Grade 1, students will:

Process

- Enjoy writing daily on topics they choose themselves
- With assistance, write for many purposes (e.g., narrative and expository) and use the basic steps of the writing process
- Revise picture and/or text for publication and sharing with others
- Talk about their work as writers with others
- Create a basic publication using available resources (e.g., pictures, computer)
- Look at published authors for ideas to include in their writing

Inquiry & Research

- Generate questions, ideas, and thoughts gained from experiences (e.g. field trips, visitors, stories, discussions) as sources of information
- Gather, organize, and share information about a topic
- Use books and stories to learn something new about a topic
- Maintain focus—stay on topic

Communication through Writing

- Value writing as a way of expressing themselves (e.g., short story, poetry, letters)
- Tell a focused story with a beginning, middle, and end using various approaches (e.g., pictures, letter approximations, connected oral account)
- Add drawing or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- Use descriptive words when writing
- Experiment with different kinds of writing

Organization, Coherence, and Quality of Writing

- With assistance, use developmentally-appropriate prewriting strategies (e.g., drawing, brainstorming) to generate and organize ideas
- Communicate meaning of pictures or letter approximation represented in writing

Conventions and Structure in Writing

- Use phonemic awareness and letter knowledge to spell independently
- Write all upper- and lower-case letters
- Spell correctly high-frequency and age-appropriate words
- Identify and correctly write singular and plural nouns (e.g., cat/cats)
- Identify and correctly write simple possessive pronouns (e.g., my/mine, his/hers)
- Write simple sentences with beginning capitalization and end marks