



First Grade
Curriculum Standards

READING STANDARDS FOR LITERATURE

Key Ideas and Details

- 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.
- 3: Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 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.
- 6: Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

- 7: Use illustrations and details in a story to describe its characters, setting, or events.
- 8: N/A
- 9: Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

- 10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- 1: Ask and answer questions about key details in a text.
- 2: Identify the main topic and retell key details of a text.
- 3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- 4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 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: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

Integration of Knowledge and Ideas

- 7: Use the illustrations and details in a text to describe its key ideas.
- 8: Identify the reasons an author gives to support points in a text.
- 9: Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- 10: With prompting and support, read informational texts appropriately complex for grade 1.

READING STANDARDS: FOUNDATIONAL SKILLS**Print Concepts**

- 1: Demonstrate understanding of the organization and basic features of print.
- a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a: Distinguish long from short vowel sounds in spoken single-syllable words.
 - b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c: Isolate and pronounce initial medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- 3: Know and apply grade-level phonics and word analysis skills in decoding words.
- a: Know the spelling-sound correspondences for common consonant digraphs.
 - b: Decode regularly spelled one-syllable words.
 - c: Know final –e and common vowel team conventions for representing long vowel sounds.
 - d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e: Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f: Read words with inflectional endings.
 - g: Recognize and read grade-appropriate irregularly spelled words.

Fluency

- 4: Read with sufficient accuracy and fluency to support comprehension.
- a: Read on-level text with purpose and understanding.
 - b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS**Text Types and Purposes**

- 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.

Production and Distribution of Writing

- 4: N/A – 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.

Research to Build and Present Knowledge

- 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: N/A - Begins in grade 4.

Range of Writing

- 10: N/A – Begins in grade 3.

SPEAKING AND LISTENING STANDARDS**Comprehension and Collaboration**

- 1: Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a: 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).
 - b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c: Ask questions to clear up any confusion about the topics and texts under discussion.
- 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- 4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 6: Produce complete sentences when appropriate to task and situation.

LANGUAGE STANDARDS**Conventions of Standard English**

- 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a: Print all upper- and lowercase letters.
 - b: Use common, proper, and possessive nouns.
 - c: Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - d: Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
 - e: 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*).
 - f: Use frequently occurring adjectives.
 - g: Use frequently occurring conjunctions (e.g., *and, but, or so, because*).
 - h: Use determiners (e.g., articles, demonstratives).
 - i: Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a: Capitalize dates and names of people.
 - b: Use end punctuation for sentences.
 - c: Use commas in dates and to separate single words in a series.
 - d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3: N/A – Begins in grade 2.

Vocabulary Acquisition and Use

- 4: 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.
 - a: Use sentence-level context as a clue to the meaning of a word or phrase.
 - b: Use frequently occurring affixes as a clue to the meaning of a word.
 - c: Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Vocabulary Acquisition and Use (cont.)

- 5: With guidance and support from adults, explore word relationships and nuances in word meanings.
- a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b: Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - c: Identify real-life connections between words and their use (e.g., note places at school that are *cozy*).
 - d: 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.
- 6: 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**OPERATIONS AND ALGEBRAIC THINKING****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: 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. (Students need not use formal terms for these properties.)
- 4: Understand subtraction as an unknown-addend problem. (e.g., 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.
- 8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. (e.g., 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**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.

Number and Operations in Base Ten (cont.)**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,..... or nine ones.
 - c: The numbers 10, 20, 30, 40, 50, 50, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 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**Measure lengths indirectly and by iterating length units.**

- 1: Order three object 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 a whole number of length units.

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**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. Students do not need to learn formal names.
- 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.

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.

SCIENCE**INQUIRY PROCESS****Observations, Questions, and Hypotheses**

Compare common objects using multiple senses.

Ask questions based on experiences with objects, organisms, and events in the environment.

Predict results of an investigation based on life, physical, and earth and space sciences (e.g., animal life cycles, physical properties, earth materials).

Scientific Testing

Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.

Participate in guided investigations in life, physical, and earth and space sciences.

Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units).

Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper).

Analysis and Conclusions

Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.

Compare the results of the investigation to predictions made prior to the investigation.

Communication

Communicate the results of an investigation using pictures, graphs, models, and/or words.

Communicate with other groups to describe the results of an investigation.

HISTORY AND NATURE OF SCIENCE**History of Science as a Human Endeavor**

Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.

Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Sally Ride [scientist], Neil Armstrong [astronaut, engineer].)

SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES**Science and Technology in Society**

Identify various technologies (e.g., automobiles, radios, refrigerators) that people use.

Describe how suitable tools (e.g., magnifiers, thermometers) help make better observations and measurements.

LIFE SCIENCE**Characteristics of Organisms**

Identify the following as characteristics of living things: growth and development, reproduction, response to stimulus.

Compare the following observable features of living things:

Movement – legs, wings

Protection – skin, feathers, tree bark

Respiration – lungs, gills

Support – plant stems, tree trunks

Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.

Life Cycles

Identify stages of human life (e.g., infancy, adolescence, adulthood).

Identify similarities and differences between animals and their parents.

Organisms and Environments

Identify some plants and animals that exist in the local environment.

Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.

Describe how plants and animals within a habitat are dependent on each other.

PHYSICAL SCIENCE**Properties of Objects and Materials**

Classify objects by the following observable properties: shape, texture, size, color, weight.

Classify materials as solids or liquids.

Position and Motion of Objects

Demonstrate the various ways that objects can move (e.g., straight line, zigzag, back-and-forth, round-and-round, fast, slow).

EARTH AND SPACE SCIENCE**Properties of Earth Materials**

Describe the following basic earth materials: rocks, soil, water.

Compare the following physical properties of basic earth materials: color, texture, capacity to retain water.

Identify common uses (e.g., construction, decoration) of basic earth materials (i.e., rocks, water, soil).

Identify the following as being natural resources: air, water, soil, trees, wildlife.

Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).

Objects in the Sky

Identify evidence that the Sun is the natural source of heat and light on the Earth (e.g., warm surfaces, shadows, shade).

Compare celestial objects (e.g., Sun, Moon, stars) and transient objects in the sky (e.g., clouds, birds, airplanes, contrails).

Describe observable changes that occur in the sky (e.g., clouds forming and moving, the position of the Moon).

Changes in the Earth and Sky

Identify the following characteristics of seasonal weather patterns: temperature, type of precipitation, wind.

Analyze how the weather affects daily activities.

SOCIAL STUDIES**AMERICAN HISTORY****Research Skills for History**

Place important life events in chronological order on a timeline.

Retell stories to describe past events, people, and places.

Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.

Early Civilizations

Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Anasazi, Hohokam, Mound builders, Aztec, Mayan).

Recognize that settlement led to developments in farming techniques (e.g., irrigation), government, art, architecture, and communication in North America.

Exploration and Colonization

Describe the interaction of Native Americans with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the Southwest, exchange of ideas, culture and goods).

Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, the First Thanksgiving).

Describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims.

Recognize that the United States began as the Thirteen colonies ruled by England.

Compare the way people lived in Colonial times with how people live today (e.g., housing, food, transportation, school).

Postwar United States

Recognize that Rosa Parks, Martin Luther King Jr., and Cesar Chavez worked for and supported the rights and freedoms of others.

Contemporary United States

Use information from written documents, oral presentations, and the media to discuss current local and state events.

WORLD HISTORY**Research Skills for History**

Place important life events in chronological order on a timeline.

Retell stories to describe past events, people, and places.

Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.

Early Civilizations

Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt).

Recognize that settlement led to the development of farming techniques (e.g. Nile River flooding), government (e.g., pharaohs), art/architecture (e.g. pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.

Recognize that civilizations in the Americas had similar characteristics to the Egyptians.

Encounters and Exchange

Recognize why England and Spain wanted to rule other areas of the world.

Contemporary World

Use information from written documents, oral presentations, and the media to discuss current events.

CIVICS/GOVERNMENT**Foundations of Government**

Identify national symbols and monuments that represent American democracy and values: American flag, Bald Eagle, Statue of Liberty, White House, Washington Monument.

Recognize the Pledge of Allegiance and the National Anthem.

Practice examples of democracy in action (e.g., voting, making classroom rules).

Recognize how students work together to achieve common goals.

Discuss the significance of national holidays: Thanksgiving, Presidents' Day, Martin Luther King Jr. Day, Fourth of July, Constitution Day.

Recognize state symbols of Arizona (e.g., bird, flower, tree, flag).

Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions.

Structure of Government

Identify the current President of the United States and Governor of Arizona.

Rights, Responsibilities, and Roles of Citizenship

Identify examples of responsible citizenship in the school setting and in stories about the past and present.

Describe the rights and responsibilities of citizenship:

Elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated.

Importance of participation and cooperation in a classroom and community.

Why there are rules and the consequences for violating them.

Responsibility of voting (every vote counts).

Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).

GEOGRAPHY**The World in Spatial Terms**

Recognize different types of maps (e.g., political, physical) serve various purposes.

Identify characteristics of maps and globes: compass rose, symbols, key/legend.

Construct a map of a familiar place (e.g., classroom bedroom, playground) that includes a compass rose, symbols, and key/legend.

Recognize characteristics of human and physical features:

Physical (i.e. ocean, continent, river, lake, mountains, islands)

Human (i.e., equator, North and South Poles)

Locate physical and human features using maps, illustrations, images, or globes:

Physical (i.e., continent, ocean, river, lake, mountains, islands).

Human (i.e., equator, North and South Poles, country).

Locate Arizona on a map of the United States.

Places and Regions

Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.

Discuss physical features (e.g., mountains, rivers, deserts) in the world.

Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics.

Discuss the ways places change over time.

Human Systems

Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).

Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.

Describe how people earn a living in the community and the places they work.

Environment and Society

Identify ways (e.g., clothing, housing, crops) humans adapt to their environment.
Identify resources that are renewable, recyclable, and non-renewable.

Geographic Applications

Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the local environment.
Discuss geographic concepts related to current events.

ECONOMICS

Foundations of Economics

Discuss the difference between basic needs and wants.
Recognize that people need to make choices because of limited resources.
Recognize that some goods are made locally and some are made elsewhere.
Recognize that people are buyers and sellers of goods and services.
Recognize various forms of U.S. currency.
Recognize that people save money for future goods and services.

Personal Finance

Discuss reasons for personal savings.