

REPORT CARD COMPANION DOCUMENT
GRADE 1 Reading ELA

Grade Level Expectation Topic	Benchmark	Focus Area within Benchmark
Narrative Literature Text	Narrative range of reading	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
	Retells story details including characters, settings, and major events	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.
	Distinguishes between various text types	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
		Identify who is telling the story at various points in a text.
	Uses illustrations to understand text	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.
Informational Text	Informational range of reading	With prompting and support, read informational texts appropriately complex for grade 1.
	Identifies main idea and details	Ask and answer questions about key details in a text.

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		Identify the main topic and retell key details of a text.
		Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	Understands text structure/informational elements	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, table 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.
	Compare/contrasts two texts on the same topic	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Foundational Skills	Recognizes the features of a sentence	Demonstrate understanding of the organization and basic features of print.
		Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	Distinguishes between long/short vowels	Distinguish long from short vowel sounds in spoken single-syllable words.
	Blends and segments 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).
	Knows and applies grade-level phonics and word analysis skills	Know the spelling-sound correspondences for common consonant digraphs.
		Decode regularly spelled one-syllable words.
		Know final –e and common vowel team conventions for representing long vowel sounds.
		Use 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.

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		Read words with inflectional endings.
		Recognize and read grade-appropriate irregularly spelled words.
	Reads with accuracy and fluency	Read with sufficient accuracy and fluency to support comprehension
		Read on-level text with purpose and understanding.
		Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	Self-corrects errors while reading	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Speaking and listening	Engages in appropriate conversation with a partner	Participate in collaborative conversations with diverse partners about grade1 topics and texts with peers and adults in small and larger groups.
		Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
		Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
		Ask questions to clear up any confusion about the topics and texts under discussion.
	Contributes relevant information to group discussion	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

REPORT CARD COMPANION DOCUMENT
GRADE 1 Writing ELA

Grade Level Expectation Topic	Benchmark	Focus Area within Benchmark
Text Types and Purposes	Narrative	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.
	Informative/Explanatory	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	Logical Argument	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.
Writing Skills	Forms upper and lower case letters correctly	Print many upper-and lowercase letters.
	Applies proper grammar when speaking and writing	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.

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	Demonstrates usage of capitalization and punctuation	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.
	Demonstrates grade appropriate spelling in daily work	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.
	Uses acquired vocabulary	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.
		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.
		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).
		Identify real-life connections between words and their use (e.g., note places at a home that are cozy).
		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.
	Adds detail to strengthen writing	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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		Add drawing or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
		Produce complete sentences when appropriate to task and situation.
	Uses technology skills	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Participates in shared research and writing projects	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.

REPORT CARD COMPANION DOCUMENT
GRADE 1 Math

Grade Level Expectation Topic	Benchmark	Focus Area within Benchmark	
OPERATIONS AND ALGEBRAIC THINKING	Represents and solves problems involving addition and subtraction	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.	
	Understands and applies properties of operations and the relationship between addition and subtraction	Apply properties of operations as strategies to add and subtract (Associative property of addition).	
		Understand subtraction as an unknown-addend problem. For example, subtract $10-8$ by finding the number that makes 10 when added to 8.	
	Adds and subtracts within 20	Relate counting to addition and subtraction.	
		Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	
	Works with addition and subtraction equations	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	
		Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	
	NUMBERS AND BASE TEN OPERATIONS	Extends the counting sequence	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.
		Understands place value	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.

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		Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
	Uses place value to add and subtract	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.
		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	Measures lengths indirectly and by iterating length units	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 measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
	Tells and writes time	Tell and write time in hours and half-hours using analog and digital clocks.
	Represents and interprets data	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	Reasons with shapes and their attributes	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.

		Compose two-dimensional shapes or three dimensional shapes to create a composite shape, and compose new shapes from the composite shape.
		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.

REPORT CARD COMPANION DOCUMENT
GRADE 1 Science

Grade Level Expectation	Benchmarks	Focus Area of Benchmark
Concepts and Terms	Weather	Compare daily changes in the weather related to temperature, cloud cover, precipitation, and wind
		Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind
		Describe severe weather events
		Describe precautions that should be taken for human safety during severe weather conditions
		Identify tools that might be used to measure temperature, precipitation, cloud cover, and wind
		Observe and collect data of weather conditions over a period of time
		Identify the sun as the most important source of heat which warms the land, air, and water of the earth
	Solids and Liquids	Demonstrate the ability to sort solids, liquids, and substances according to observable attributes such as color, shape, size, sinking or floating
		Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating)
		Demonstrate that frozen

		water as a solid keeps its own shape
		Demonstrate that water as a liquid takes on the shape of various containers
	New Plants	Identify that living things have basic needs
		Identify and compare living and nonliving things
		Identify the needs of plants
		Determine that plants require air, water, light, and a source of energy and soil for growth and repair
		Describe the life cycle of familiar flowering plants including the following stages: seed, plant, flower, and fruit
		Describe the function of the following plant parts: flower, stem, root and leaf
		Identify characteristics of plants (for example: leaf shape, flower type, color, size) that are passed on from parents to young
		Measure the length of objects using rulers and meter sticks
		Describe how earth materials contribute to the growth of plant and animal life
		Demonstrate the importance of sunlight and warmth in plant growth
Scientific Processes		Participates in discussion and scientific process activities

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GRADE 1 Social Studies

Grade Level Expectation Topic	Benchmark	Focus Area within Benchmark
Family and Schools	History	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
		Use a calendar to distinguish among days, weeks, and months.
		Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
		Retell in sequence important ideas and details from stories about families or schools.
		Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
		Compare life today with life in the past using the criteria of family, school jobs, or communication.
		Identify the events or people celebrated during United States national holidays and why we celebrate them.
	Geography	Construct simple maps of the classroom to demonstrate aerial perspective.
		Give examples of places that have absolute locations (e.g., home address, school address).
		Use personal directions (left, right, front, back) .
		Distinguish between landmasses and bodies of water using maps and globes.
		Distinguish between physical (e.g., clouds, trees, and weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
		Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, and classroom).

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		Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
		Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).
	Civics	Identify some reasons for rules in school (e.g., provide order, predictability, and safety).
		Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
		Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).
		Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
		Identify important symbols of the United States of America.
		Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
		Identify situations in which people act as good citizens in the school community.
	Economics	Distinguish between producers and consumers of goods and services.
		Describe ways in which families are consumers of goods and services.
		Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
		Describe reasons why people voluntarily trade.
		Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
		Describe how money simplifies trade.

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PUBLIC DISCOURSE AND DECISION MAKING	Participates in lessons and discussions	Identify public issues in the school community
		Use graphic data to analyze information about a public issue in the school community.
		Identify alternative resolutions to a public issue in the school community.
		Express a position on a public policy issue in the school community and justify the position with a reasoned argument.
		Develop and implement an action plan to address or inform others about a public issue.
		Participate in projects to help or inform others.