

**Grand Island Central School District**  
**First Grade Standards-Based Report Card Parent CCLS Reference Document**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Common Core Learning Standards for English Language Arts**

**Reading Literature**

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

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

Use illustrations and details in a story to describe its characters, setting, or events

Compare and contrast the adventures and experiences of characters in stories (a)

With prompting and support, read prose and poetry of appropriate complexity for grade 1

Make connections between self, text, and the world around them (text, media, social interaction)

**Reading Informational Text**

Ask and answer questions about key details in a text

Identify the main topic and retell key details of the text

Describe the connection between two individuals, events, ideas, or pieces of information in a text

Ask and answer questions to help determine or clarify the meaning of words and phrases in text

Know and use various text features such as: headings, tables of contents, glossaries, electronic menus, and icons to locate key facts or information

Distinguish between information provided by pictures or other illustrations and information provided by words

Use the illustrations and details in a text to describe key ideas

Identify reasons an author gives to support points in a text

Identify basic similarities and differences (such as illustrations, descriptions or procedures) between two texts on the same topic

With prompting and support, read informational texts appropriately complex for grade 1

**Reading Foundational Skills**

Demonstrate understanding of the organization and basic features of print (a)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (a-d)

Know and apply grade-level phonics and word analysis skills in decoding words (a-g)

Read with sufficient accuracy and fluency to support comprehension (a-c)

## **Common Core Learning Standards for English Language Arts – First Grade**

### **Writing**

Write opinion pieces in which they state an opinion, supply a reason for the opinion, and provide a sense of closure

With informative texts in which they name a topic, supply a fact about the topic, and provide a sense of closure

Write narrative in which they sequence two or more events in the appropriate order, including some details of what happened, use temporal words (first, next, last, etc.), and provide closure

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers

Participate in shared research, writing projects, and 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

With appropriate support, create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class

### **Speaking and Listening**

Participate in small or large group collaborative discussions with diverse partners about first grade topics and texts (a-d)

Confirm understanding of texts read aloud or information presented orally or through other media by asking and answering questions

Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

Add drawings or other visual displays to descriptions to clarify ideas, thoughts, and feelings

Produce complete sentences when appropriate to task and situation

### **Language**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (a-j)

Use grade appropriate conventions of standard English grammar, capitalization, punctuation, spelling and usage when writing (a-e)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on first grade reading and content (a-c)

With guidance and support from adults, explore word relationships, concepts and connections in word meanings (a-d)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts

## **Common Core Learning Standards for Mathematics – First Grade**

| <b>Operations and Algebraic Thinking</b>   |
|--|
| Uses 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 with a symbol for the unknown number |
| Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20; by using objects, drawings, and equations with a symbol for the unknown number   |
| Applies properties of operations as strategies to add and subtract   |
| Understands subtraction as an unknown-addend problem   |
| Relates counting to addition and subtraction   |
| Add and subtract within 20, demonstrating fluency for addition and subtraction within 10   |
| Understands the meaning of the equal sign, and determines if equations involving addition and subtraction are true or false  |
| Determines the unknown whole number in an addition or subtraction equation relating three whole numbers  |
| <b>Number and Operations in Base Ten</b>   |
| Counts to 120, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral  |
| Understands that the two digits of a two-digit number represent amounts of tens and ones (a-c)   |
| Compares two-digit numbers based on meanings of the tens and ones digits, recording the results of the comparisons with the symbols $>$ , $=$ , $<$  |
| Add within 100, including adding a two digit and a one digit number  |
| Given a two digit number, mentally finds 10 more or 10 less than the number, without having to count; also explains the reasoning used   |
| Subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 using concrete models or drawings and strategies  |
| <b>Measurement and Data</b>  |
| Order three objects by length; compare the lengths of two objects indirectly using a third object  |
| Expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end  |
| Tells and writes time in hours and half-hours using analog and digital clocks  |
| Organizes, represents, and interprets data with up to three categories   |
| <b>Geometry</b>  |
| Distinguishes between defining attributes verses non-defining attributes; builds and draws shapes to possess defining attributes   |
| Composes two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape   |
| Partitions circles and rectangles into two and four equal shares, describes the shares using the words halves, fourths, and quarters, and uses the phrases half of, fourth of, and quarter of                                    |