

Work Habits

- **Work Quality** The work is carefully done, demonstrating a genuine effort.
- **Use of Time** Student often maximizes class time by staying on task, completing work, and asking for help.
- **Timeliness** Work is consistently done in a timely manner.
- **Preparation** The student is often prepared for required tasks.
- **Following Directions** Directions are often followed without question or hesitation.
- **Respect for Self / Others** The student shows consistent concern for his/her and others' feelings, personal space, belongings, and ideas.
- **Behavior/Responsibility** Student's behaviors are generally in line with classroom and school expectations.
- **Contributions** The student often participates and brings informed discussion to the class.



SAFE RESPECTFUL RESPONSIBLE

Grade 1 Overview

MATH

- **Operations and Algebraic Thinking**
- **Number and Operation in Base Ten**
- **Data and Measurement**
- **Geometry**

READING

- **Literature**
- **Informational**
- **Foundational Skills**

USING THE WRITING PROCESS

- **Informational**
- **Opinion**
- **Narrative**

SCIENCE

- **Weather**
- **Plants**
- **Tools: Now and in the Past**

SOCIAL STUDIES

- **Family and Traditions: Now and in the Past**
- **Goods and Services**
- **Mapping components (local area)**

MSAD #72

1st Grade

Standards Based Education

Standards based education defines exactly what students should know and be able to do from one level to the next in all subjects.

Expectations will be consistent from class to class and school to school. Standards will be clearly defined so teachers know exactly what they are expected to teach and students are expected to learn.

This brochure shows standards that first graders should know and be able to do in the areas of Math and English Language Arts by the end of the school year.

Another brochure is available that shows what students should know and be able to do in Music, Art, and PE. Through careful guidance and monitoring, teachers, students, and families will be able to keep track of the progress the students are making and make goals to further their learning.

Math



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.

Number and Operations in Base Ten

- Understand place value to 120
- Use place value understanding and properties of operations to add and subtract with numbers within 100 (with the use of manipulatives).
- Work with multiples of 10

18 + 10 =

- 10 = 34

23 - 10 =

+ 10 = 25

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction with numbers within 20
- Use number strategies to add and subtract within 20.
- Understand "=" when working with equations..

Type to enter text

There are 5 boys and 5 girls in the Lego Club.
There are 5 boys and 4 girls in the Garden Club.
How many children belong in the two clubs?

Geometry

- Compose 2D shapes to create new shapes.
- Show fractions (half, fourths) of circles and rectangles.

Color to show the fraction.

$\frac{1}{2}$ $\frac{1}{4}$

About how long is each line?
Use paper clips to measure.

1. A

about _____ paper clips

2. B

about _____ paper clips

Measurement and Data

- Measure length with non-standard units.
- Relate addition and subtraction to length, using number sentences and number lines
- Work with time to the hour & half-hour.
- Represent and interpret data with line graphs, pictographs and bar graphs.

Jody saw some animals on a nature hike.

Animals Jody Saw	
deer	
raccoons	
birds	
coyotes	

1. She saw 2 _____.
2. _____ are the animals she saw the most.
3. She saw _____ raccoons.
4. She saw _____ animals in all.

Reading



LITERATURE

Key Ideas and details

- Ask and answer questions about key details.
- Retell stories including key details
- Demonstrate understanding of central message or lesson of stories.
- Describe characters, setting and major events in story, using key details.

Craft and Structure

- Identify words and phrases in stories or poems that suggest feeling..
- Distinguish between books that tell stories and books that give information.
- Identify who is telling the story

Integration of Knowledge and Ideas

- Use information (illustrations and text) to describe its characters, setting, or events.
- Compare and contrast adventures and experiences of characters

Read with sufficient accuracy (96%) and fluency (30-60 WPM) to support comprehension.

GRADE 1 SAMPLE

Excerpt from Just One Guinea Pig
by Jenny Giles

"Mom! Dad!" called Laura.
"My friend Sally is going on vacation.
She wants me to take care of
her guinea pigs.
Can I? Please!"

Dad looked at Mom.
"You can look after
just **one** guinea pig," he sad.

Start at the beginning and tell me what happened in the story

What part did you like best in the story. Tell me why you liked that part.

INFORMATIONAL

Key Ideas and Details

- Ask and answer questions about key details..
- Identify the main topic in text.

Craft and Structure

- Ask and answer questions to help clarify meanings of words relevant to topic.
- Know and use various text features.
- Distinguish between information gained from pictures and that gained from text..

Integration of Knowledge and Ideas

- Use illustrations and details in text to describe key ideas
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing



Narrative

Using the Writing Process

Opinion, Informational, Narrative

PLAN

DRAFT

Topic Introduces reader to the topic or experience.

Body States a reason, a fact or a sequence of at least 2 events

Closing Gives sense of closure.

REVISE

Focus on a topic and strengthen writing as needed by revising and editing, with teacher support.

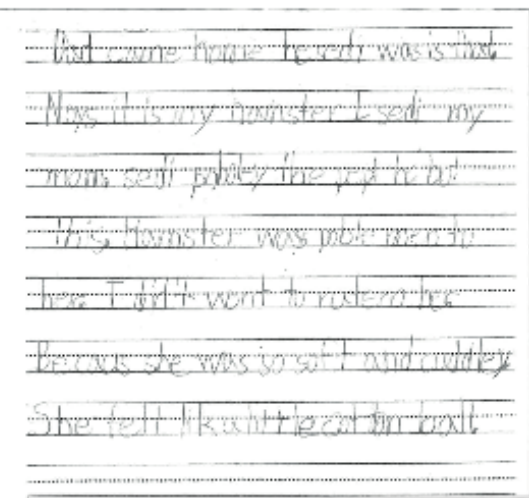
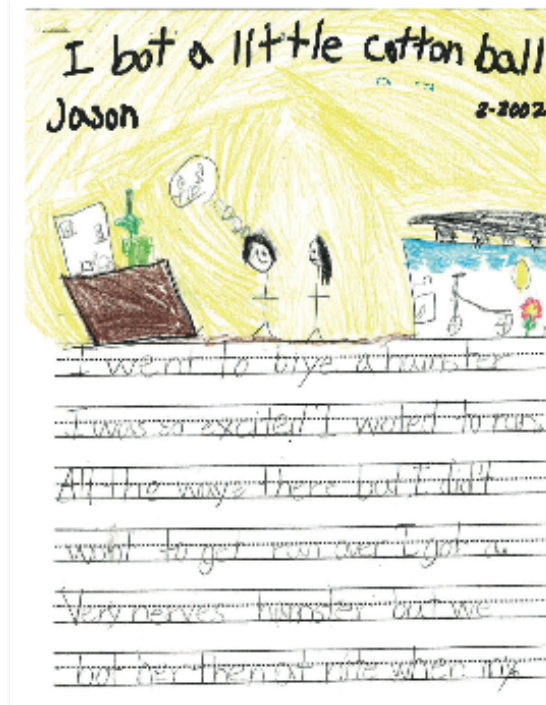
EDIT

Edit with teacher support for

- capitals in names, dates, and to begin sentences,
- end punctuation,
- spelling of first grade words and spelling patterns.

PUBLISH

Share work with others.



I bot a little cottonball by _____

I went ot biye a hamster I was so excited I woted to run. All the waye there but I did't wont to get run over I got a Very nerves hamster but we bot her then at nite when my. Dad came home he sedi was is that Noys it is my hamster I sedi my mom. sedi poboley the pepl ho bot this. Hamster was poble men to her. I didn't wont to ratern her. Becaus she was so soft and cuddley. She felt like a little cotton ball.

Write **opinion** pieces in which they

- introduce the topic or book they are writing about, state an opinion,
- supply reasons that support the opinion, use linking words (e.g., because, and, also) to
- connect opinion and reasons,
- and provide a concluding statement or section

Write **informative/explanatory** texts in which they

- introduce a topic,
- use facts and definitions to develop points,
- and provide a concluding statement or section.