



What every FIRST GRADE Student should know and be able to do!

A Message to the Reader

This resource is provided by Salt River Schools. It contains the first grade expectations for English Language Arts, Mathematics, Science, and Social Studies. The goal for Salt River Schools is to help all students be successful and ready to move forward to the next grade level. These skills and expectations align to the Arizona Standards and our Division's adopted curriculum. Each standard builds on the standard that came before and toward the standard that comes in the next grade level. For additional information on grade-level readiness, please visit the Arizona Department of Education site: <https://www.azed.gov/standards-practices/>

English Language Arts

The 2018 Arizona English Language Arts standards include reading and writing foundational skills to help put your child on the path to academic success. Daily reading and writing practice is an important component for grade-level readiness.

Students should know and be able to . . .

Print Concepts

- recognize the features of a sentence

Phonological Awareness

- distinguish long from short vowel sounds in spoken words
- blend sounds to produce single-syllable words
- isolate the beginning, middle, and ending sounds in spoken single syllable words
- segment one-syllable words into a sequence of sounds
- add, substitute, and delete individual sounds in words to make new words

Phonics and Word Recognition

- know the spelling-sound correspondences for consonant digraphs
- read regularly spelled one-syllable words
- apply all six syllable types when reading grade level texts
- read grade-appropriate irregularly spelled words

Fluency

- read grade level text with purpose and understanding
- read grade level text orally with accuracy, appropriate rate, and expression
- Use context clues to confirm word recognition and understanding

Literature (fiction)

- ask and answer questions about key details
- retell stories to demonstrate understanding of the main idea
- describe characters, settings, and major events in a story
- identify words and phrases that suggest feelings
- explain major differences between literature and informational text
- identify who is telling the story at various points in the text
- use illustrations and details in a story to describe characters, setting or events
- compare and contrast the experiences and adventures of characters in stories

Informational Text (nonfiction)

- ask and answer questions about key details
- identify the main topic and retell key details
- describe connections between two individuals, events, ideas, or pieces of information
- ask and answer questions to help determine the meaning of words
- use various text features to gather information
- distinguish between information provided by pictures and information provided by the words in a text
- identify reasons an author gives as support
- compare two texts on the same topic

Sound-letter Basics and Handwriting

- write upper and lower manuscript letters using correct letter formation
- write the common letter(s) for each sound
- write with appropriate spacing between letters and words
- write the letters used to represent vowel sounds and consonants, knowing every syllable has a vowel

Spelling

- spell common, regular, single-syllable words
- spell on-level words with inflectional endings
- spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions

Writing

- write opinion pieces in which they introduce a topic, state an opinion, supply a reason for the opinion and provide a sense of closure
- write informative pieces in which they name a topic, supply some facts, and provide a sense of closure
- write narratives in which they recount two or more appropriately sequenced events, include details, use temporal words, and provide a sense of closure
- produce writing in which the development and organization are appropriate to the task and purpose
- respond to questions and suggestions from peers and add details to strengthen writing
- use a variety of digital tools to produce and publish writing
- participate in shared research and writing projects

Speaking and Listening

- participate in collaborative conversations, responding to the comments of others through multiple exchanges
- ask and answer questions in order to get information or to clarify something that is not understood
- describe people, places, things, and events, expressing ideas and feeling clearly
- add drawings or visual displays to clarify ideas

Language

- use singular/plural/possessive nouns, verbs, adjectives, pronouns, conjunctions, and prepositions when writing or speaking
- use capitalization, punctuation, and spelling when writing clarify the meanings of unknown words using affixes, root words, and sentence-level context
- demonstrate understanding of word relationships



Mathematics

The goal of Salt River Schools is for every child to develop a deep understanding of mathematical concepts and procedures, while discovering connections to other subjects through real-life problem solving.

Students should know and be able to ...

<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • add and subtract within 20, using strategies, equations, and in word problems • solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 • add and subtract with accuracy and speed within 10 <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • count to 120 by 1s, 2s, and 10s • read and write numerals 1 – 120 • understand place value through 100 • add and subtract within 100, using models, drawings, and strategies • compare two 2-digit numbers 	<p>Measurement and Data</p> <ul style="list-style-type: none"> • measure length using non-standard units • tell and write time to the hour and half-hour • identify coins by name and value • organize, represent and interpret data <p>Geometry</p> <ul style="list-style-type: none"> • classify shapes by attributes • compose 2-dimensional and 3-dimensional shapes • partition circles and rectangles into two and four equal shares <p>Mathematical Practices</p> <ul style="list-style-type: none"> • apply the eight Standards for Mathematical Practice such as problem solving, modeling, and logical reasoning to solve math problems
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Science Focus: Cause and Effect; Stability and Change (Cycles)

Students should know and be able to ...

Understand the **Science & Engineering Practices** as they relate to the application of 1st Grade Science: *Ask questions and define problems; Develop and use models; Plan and carry out investigations; Analyze and interpret data; Use mathematics and computational thinking; Construct explanations and design solutions; Engage in argument from evidence; Obtain, evaluate, and communicate information*

Understand the **Crosscutting Concepts** and how to apply them to 1st Grade Science: *Patterns; Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change*

<p>Physical Science</p> <ul style="list-style-type: none"> • plan and carry out investigations demonstrating the effect of placing objects made with different materials in the path of a beam of light and predict how objects with similar properties will affect the beam of light • use models to provide evidence that vibrating matter creates sound and sound can make matter vibrate • plan and carry out investigations which demonstrate how equal forces can balance objects and how unequal forces can push, pull, or twists objects, making them change their speed, direction, or shape • design and evaluate ways to increase or reduce heat from friction between two objects <p>Earth and Space Standards</p> <ul style="list-style-type: none"> • obtain, evaluate, and communicate information about the properties of Earth materials and investigate how humans use natural resources in everyday life. 	<p>Life Science Standards</p> <ul style="list-style-type: none"> • observe, describe, and predict life cycles of animals and plants • develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms using earth materials • construct an explanation describing how organisms obtain resources from the environment including materials that are used again by other organisms • obtain, evaluate, and communicate information to support an evidence-based explanation that plants and animals produce offspring of the same kind, but offspring are generally not identical to each other or their parents • develop a model to describe how animals and plants are classified into groups and subgroups according to their similarities • ask questions and explain how factors can cause species to go extinct
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Social Studies Focus: Communities: Living Together

Students should know and be able to ...

Understand the Six Elements of the Inquiry Arc: 1. Developing compelling questions; 2. Constructing supporting questions; 3. Gathering and evaluating sources; 4. Developing claims; 5. Communicating conclusions; 6. Taking informed action

Disciplinary Skills & Processes

- place important life events in chronological order on a timeline
- understand how events of the past effect student's lives and communities
- generate questions about individuals a groups who have shaped a significant historical change
- compare diverse cultures using primary resources
- generate questions about issues in your community, past and present
- with support, identify evidence drawn from multiple sources to answer questions
- with support, construct and communicate solutions to community issues
- take group action to help address community issues
- ask & answer questions about explanations given

Civics

- apply values as a member of a community
- follow agreed upon rules when responding to others for consensus building
- compare one's own thoughts and opinions with others
- explain the importance of rules & laws in our community
- explain the role and function of local governments
- explain how community groups work together to accomplish common tasks & fulfill responsibilities

Economics

- explain how needs, wants, and availability of resources affect decision making
- identify the benefits and costs of making personal decisions

- identify different occupations & the skills and education needed for those jobs
- describe reasons to save or spend money
- describe the skills, knowledge, and sequence of events requires to produce goods and services in our community
- explain how people in our community earn income
- explain how people can be producers and consumers in our community

Geography

- use, explore and construct maps, graphs and other geographical representations
- use a grid to locate
- compare how human activities affect culture and the environment now and in the past
- explain why and how people, goods, and ideas move from place to place
- compare places past and present

History

- explain how ideas and innovation can contribute to a community using primary and secondary sources
- explain the benefits of cooperation & compromise as ways to resolve conflict past and present
- explain & explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance
- draw upon fictional stories, biographies, and non-fiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and present day