



## **First-Grade Learning Outcomes - Second Grading Period**

*This document highlights the focus standards for each grading period. Teachers may choose to review previously taught standards as well.*

### **Reading**

#### **Identify, produce, and manipulate various sounds within words to develop phonological and phonemic awareness**

- Create rhyming words
- Count and blend sounds in one-syllable words
- Add or delete sounds to make new words
- Blend and segment multisyllabic words at the syllable level

#### **Apply knowledge of how print is organized and read**

- Match spoken words with print
- Identify letters, words, sentences, and ending punctuation

#### **Apply phonetic principles to read and spell**

- Use initial and final consonants to decode and spell one-syllable words
- Use short vowels and consonant digraphs to decode and spell one-syllable words
- Blend initial, medial, and final sounds to recognize and read words
- Use word patterns to decode unfamiliar words
- Read and spell commonly used sight words

#### **Use word clues and meaning clues for support when reading**

- Use words, phrases, sentences, titles and pictures
- Use information in the story to read words
- Use knowledge of sentence structure
- Reread and self-correct

#### **Expand vocabulary and use of word meanings**

- Discuss meanings of words in context
- Develop vocabulary by listening to and reading a variety of texts
- Ask for the meaning of unknown words and make connections to familiar words
- Use text clues such as words or pictures to discern meanings of unknown words
- Use vocabulary from other content areas
- Use singular and plural nouns
- Use verbs to identify actions and adjectives to describe nouns

#### **Use simple reference materials**

- Use knowledge of alphabetical order by first letter
- Use a picture dictionary to find meanings of unfamiliar words

#### **MAINTAIN**

#### **Demonstrate comprehension of texts to include fiction, non-fiction, & poetry.**

- Preview the selection.
- Set a purpose for reading.
- Make and confirm predictions.

- Read and reread familiar stories, poems, and passages with fluency, accuracy and meaningful expression.
- Relate previous experiences to what is read. (Fiction)
- Identify characters, setting and important events. (Fiction)
- Retell stories and events, using beginning, middle and end in a sequential order. (Fiction)
- Identify theme. (Fiction)
- Use prior and background knowledge as context for new learning. (Nonfiction)
- Identify text features such as pictures, headings, charts and captions. (Nonfiction)

## **INTRODUCE**

### **Additional focus standards for fiction text:**

- Ask and answer who, what, when, where, why, and how questions about what is read.

### **Additional focus standards for non-fiction text:**

- Ask and answer who, what, when, where, why, and how questions about what is read.

## **Writing**

### **Write for a variety of forms to include narrative, descriptive, and opinion**

- Identify audience and purpose.
- Use prewriting activities to generate ideas
- Focus on one topic
- Organize writing to suit purpose
- Revise by adding descriptive words when writing about people, place, things, and events
- Use letters to phonetically spell words
- Share writing with others

### **Use correct capitalization, punctuation and spelling**

- Use complete sentences
- Begin each sentence with a capital letter and use ending punctuation
- Use correct spelling for commonly used sight words and phonetically regular words

### **Demonstrates growth in word study knowledge and applies it to writing**

- Differentiated word study groups

## **Mathematics**

### **Number and Number Sense**

- Count objects through 110
- Write numerals through 110
- Identify the ordinal positions first through tenth when presented in all orientations
- Share a whole equally with two or four sharers, when given a practical situation
- Represent and name fractions for halves and fourths, using models

### **Computation and Estimation**

- Mentally add one or two by counting on or using relationships
- Mentally subtract one or two by counting back or using relationships
- Mentally recall doubles combinations through 5+5
- Knows the combinations for numbers three, four, five, six and ten and is able to give the missing part when the whole is known and one part is shown
- Demonstrate the connection between addition and subtraction by using counters to join two parts to make a whole and then remove or cover one part of the whole to find the other part and write a number sentence for each action (addition and subtraction)

### **Measurement and Geometry**

- Identify and describe triangles, squares, circles and rectangles based on number of sides, vertices, and angles. Recognize that squares and rectangles have right angles
- Sort plane geometric figures based on characteristics (number of sides, vertices, angles, curved, etc.)
- Describe representations of circles, squares, rectangles, and triangles in the environment and explain reasoning
- Measure and compare length using nonstandard units
- Measure and compare weight/mass using nonstandard units
- Measure and compare volume using nonstandard units

## **Science**

### **Scientific investigation/reasoning/logic**

- Use five senses and simple tools to make observations
- Observe objects from multiple positions
- Classify and arrange objects/events by physical characteristics or properties
- Measure length, mass, volume, and temperature using nonstandard units
- Infer and make conclusion about objects/events
- Formulate a question(s) from one or more observations
- Predict outcomes based on observations
- Communicate observations/data orally or written by graphs, pictures, statements and numbers
- Conduct simple investigations and experiments to answer questions

### **Earth/space systems and cycles**

- Identify types of precipitation as rain, snow and ice and the temperatures at which each occurs
- Match daily or weekly temperature, light and precipitation charts to the corresponding season
- Observe and record changes in plants, including budding, growth and losing leaves
- Recognize the season in which budding and losing leaves will most likely occur

- Predict how an outdoor plant would change through the seasons
- Compare and contrast the four seasons in terms of temperature, light and precipitation
- Compare and contrast the activities of common animals during summer and winter by describing changes in their behaviors and body coverings
- Compare and contrast how some common plants appear during summer and winter
- Describe how animals respond to seasonal changes by hibernating or migrating
- Infer what the season is from people's dress, recreational activities and work activities
- Identify natural resources and recognize that some are limited
- Compare and contrast ways of conserving resources (recycle, reuse, reduce)
- Classify factors that affect air and water quality
- Describe ways students and schools can help improve water and air quality in our communities
- Determine basic factors that affect water quality by experimenting in the school environment
- Observe and record what happens to runoff water on rainy days
- Predict what would happen if natural resources were used up, and explain ways to prevent this from happening
- Discuss the value of parks to wildlife and people

## Social Studies

### History

- Demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including life in Virginia today, including food, clothing, shelter, transportation, and recreation
- Describe the lives of people associated with major holidays, including Martin Luther King, Jr. Day

**Geography**

- Develop a geographic understanding that
  - the location of Virginia determines its climate and results in four distinct seasons
  - the landforms of Virginia affect the places people live

**Civics**

- Understand that the people of Virginia have state and local government officials who are elected by voters

