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