First-Grade Learning Outcomes - Third 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 two-letter consonant blends 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 simple two-syllable compound words
- Read and spell commonly used sight words

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
- Use 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)
• Ask and answer who, what, when, where, why, and how questions about what is read. (Fiction and Nonfiction)

INTRODUCE

Additional focus standards for non-fiction text:
  • Identify the main idea.

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
  • Write to express an opinion and give a reason
  • 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

Demonstrate growth in word study knowledge and applies it to writing
  • Differentiated word study groups

Mathematics

Number and number sense
  • Count backwards when given any number between one and 30
  • Group and count a collection of up to 110 objects by 10s
  • Group and count a collection of up to 110 objects by twos and fives
  • Look at a collection of objects or a picture and estimate the quantity when given a one-digit, two-digit, and three-digit number from which to choose (i.e. 5, 50, 500) and explain reasonableness of choice

Computation and estimation
• Find the answer by drawing a picture and/or writing a number sentence when given a simple addition or subtraction story problem involving joining/separating or part-part-whole
• Create and solve a story problem to match a given number sentence
• Identify a near-doubles fact and demonstrate the mental process of using a double to find the sum
• Knows the combinations for numbers three, four, five, six, ten and seven and is able to give the missing part when the whole is known and one part is shown

Measurement
• Locate a given day or date on a calendar and determine the days/dates before and after a given day/date (i.e. yesterday, today, tomorrow)
• Say the time when shown an analog and digital clock (time to the hour and half hour)
• Determine the value of a group of nickels and a group of dimes
• Group a collection of pennies by fives and tens to determine the total value of the pennies

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

Force, motion, energy and matter
• Make and communicate observations about moving objects
• Predict an object’s movement, using its size, shape and the force of the push or pull on it
• Manipulate objects in order to describe and classify the motion of each object as straight, circular or back-and-forth
• Understand that vibrations may create sound
• Record observations of movement (length/distance), using nonstandard units
• Describe and apply the term dissolve
• Predict and describe how various materials act when mixed with water
• Classify, graph and/or chart liquids/solids into those that will/will not dissolve in water
• Infer that some substances will dissolve more easily in hot water than in cold water by conducting investigations using water at different temperatures
Social Studies

History
- Describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on
  - Maggie L. Walker
  - Arthur R. Ashe, Jr.
- Demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation
- Describe the lives of people associated with major holidays, including George Washington Day (Presidents’ Day)

Geography
- Develop map skills by
  - recognizing basic map symbols, including references to land, water, cities, and roads
  - using cardinal directions on maps
  - constructing simple maps, including a title, map legend, and compass rose
  - identifying the shapes of the United States and Virginia on maps and globes;
  - locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.