



## **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.