

First Grade – Religion Standards – Third Trimester

- A.1 Recognizes the Bible as the story of God's people
- A.2 References the Bible as God's special book
- A.3 Learns about Jesus from the Bible
- A.4 Becomes familiar with stories from the Bible
- A.4.3 Jesus blesses the children (Mt 19: 13-15; Mk 9: 13-16; Lk 18: 15-17)
- A.4.4 The Good Samaritan (Lk 10: 29- 39)
- A.4.6 Jesus loved and helped many people (Mk 8: 22-25; Lk 17: 11-19)
- A.4.7 The Last Supper (Mt 26: 17-30; Lk 22: 13-20; Mk 14; 12-26)
- A.4.8 The Easter Story (Jn 20: 1-20; Lk 24: 13-35)
- B.1 Recognizes sacraments as special signs of God's family, the Church
- B.1.1 BAPTISM - welcomes us to God's family, the Church
- B.1.2 EUCHARIST - Mass, Bread of Life, Saving Cup
- B.1.3 RECONCILIATION - "I'm sorry," Jesus forgives
- B.2 Experiences prayer as listening and talking to God
- B.3 Prays: Sign of the Cross, Glory be to the Father, Our Father, Hail Mary, Grace and Angel of God
- B.4 Expresses love of God and personal needs in spontaneous prayer
- B.5 Gathers with God's family at Mass
- B.6 Begins to pray at Mass (e.g. Lord Have Mercy, Glory to God, Alleluia, the response "And also with you,"- Holy-Holy, Amen, Our Father, and Lamb of God)
- C.1 Knows that Jesus gave two great commandments: LOVE GOD - LOVE SELF AND OTHERS
- C.2 Names how she/he loves God, self and others
- C.3 Shows care for others
- C.4 Demonstrates responsibility for God's creation
- C.5 Recognizes sin as turning away from God, hurting self and others
- C.6 Recognizes the need to say "I'm sorry"
- C.7 Tries to live at peace with oneself and others
- C.8 Learns to develop friendships and share with others
- C.9 Participates in Mission awareness and other Christian service activities
- D.1 Names God as Father, Son and Holy Spirit
- D.2 Recognizes that God creates people and the world out of love
- D.3 Begins to recognize that God sent us Jesus to show us how to live and love
- D.4 Learns to identify Church as God's family
- D.5 Understands saints as models of faith in our lives
- D.6 Learns to identify Church as a community of people who come together in God's name
- D.7 Recognizes Mary as Jesus' mother

First Grade – Science Standards – Third Trimester

- ST1.A know that solids, liquids, and gases have different properties.
- ST1.B know that the properties of substances can change when the substances are mixed, cooled, or heated
- ST2.A know that different plants and animals inhabit different kinds of environments and

- have external features that help them thrive in different kinds of places.
- ST2.B know that both plants and animals need water, animals need food, and plants need light.
- ST2.C know that animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
- ST2.D know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
- ST3.A know how to use simple tools (e. g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
- ST3.B know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
- ST3.C know that the sun warms the land, air, and water
- ST4.A draw pictures that portray some features of the thing being described.
- ST4.B record observations and data with pictures, numbers, or written statements.
- ST4.C record observations on a bar graph.
- ST4.D describe the relative position of objects by using two references (e. g., above and next to, below and left of)
- ST4.E make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

First Grade – Social Studies Standards – Third Trimester

- 1.1.1 the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community.
- 1.1.2 the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule"
- 1.2.1 using maps and globes to locate their local community, the State of California, the United States, the seven continents, and the four oceans
- 1.2.2 comparing the information from a three-dimensional model to a picture of the same location
- 1.2.3 constructing a simple map, using cardinal directions and map symbols
- 1.3.1 the Pledge of Allegiance, and the songs that express American ideals (e.g., My Country 'Tis of Thee)
- 1.3.2 national holidays and the heroism and achievements of the people associated with them
- 1.3.3 American symbols, landmarks and essential documents such as the flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, and the Declaration of Independence; explain the people and events associated with them
- 1.4.2 transportation methods of earlier days
- 1.5.3 comparisons of the beliefs, customs, ceremonies, traditions and social practices of the varied cultures drawing from folklore
- 1.6.1 the concept of exchange and the use of money to purchase goods and services
- 1.6.2 the specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home

First Grade – Math Standards – Third Trimester

- 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes.
- 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)
- 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
- 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
- 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.
- 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten
- 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

- 1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) (Students need not use formal terms for these properties.)
- 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
- 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
- 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.

First Grade – Language Arts Standards – Third Trimester

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1.a Conventions of Standard English: Print all upper- and lowercase letters.
- L.1.1.b Conventions of Standard English: Use common, proper, and possessive nouns.
- L.1.1.c Conventions of Standard English: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1.d Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.1.1.e Conventions of Standard English: Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

- L.1.1.f Conventions of Standard English: Use frequently occurring adjectives.
- L.1.1.g Conventions of Standard English: Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.1.h Conventions of Standard English: Use determiners (e.g., articles, demonstratives).
- L.1.1.i Conventions of Standard English: Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.1.j Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.1.2.a Conventions of Standard English: Capitalize dates and names of people.
 - L.1.2.b Conventions of Standard English: Use end punctuation for sentences.
 - L.1.2.c Conventions of Standard English: Use commas in dates and to separate single words in a series.
 - L.1.2.d Conventions of Standard English: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - L.1.2.e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 - L.1.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.
 - L.1.4.b Vocabulary Acquisition and Use: Use frequently occurring affixes as a clue to the meaning of a word.
 - L.1.4.c Vocabulary Acquisition and Use: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - L.1.5.a Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - L.1.5.b Vocabulary Acquisition and Use: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - L.1.5.c Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - L.1.5.d Vocabulary Acquisition and Use: Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.1.3.a Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- RF.1.3.b Phonics and Word Recognition: Decode regularly spelled one-syllable words.
- RF.1.3.c Phonics and Word Recognition: Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3.d Phonics and Word Recognition: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3.e Phonics and Word Recognition: Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3.f Phonics and Word Recognition: Read words with inflectional endings.
- RF.1.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - RF.1.2.a Phonological Awareness: Distinguish long from short vowel sounds in spoken single-syllable words .
 - RF.1.2.b Phonological Awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - RF.1.2.c Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - RF.1.2.d Phonological Awareness: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.1 Demonstrate understanding of the organization and basic features of print.
 - RF.1.1.a Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.4.a Read grade-level text with purpose and understanding.
- RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 Identify the reasons an author gives to support points in a text.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 - RI.1.1 Ask and answer questions about key details in a text.
 - RI.1.2 Identify the main topic and retell key details of a text.
 - RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- LL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- LL.1.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- LL.1.1.b Comprehension and Collaboration: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- LL.1.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.
- LL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- LL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- LL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- LL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- LL.1.6 Produce complete sentences when appropriate to task and situation.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.