

First Grade 3rd Nine Weeks

The parent guide below is designed to keep you informed of exactly which standards are being taught during the 3rd 9 weeks grading period. In the left hand column you will see the exact language from the report card and the Alabama College and Career Readiness Standard (CCRS) on which it is based. The Skills column on the right-hand side addresses what is being assessed.

During the 3rd 9 weeks, first grade students will continue to explore fictional texts and revisit informational texts. Students will deepen their understanding of texts by comparing and contrasting them to identify similarities and differences. While reading informational texts, students will identify the topic, key details and text structures (using text features such as bold print, italics, table of contents and visual features such as pictures, illustrations, and captions). Students will write both narratives and informational texts, embedding their own opinions into those texts and applying their developing understanding of phonics and grammar.

Standard	Skills
<p>Report Card</p> <p>Asks and answers questions about texts</p> <p>CCRS Standard</p> <p>[RL.1.1] & [RI.1.1] Ask and answer questions about key details in a text. a. Make predictions from text clues. (Alabama)</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • ask and answer questions to comprehend and monitor understanding • identify key details • ask questions about key details • use original language to answer questions about key details
<p>Report Card</p> <p>Retells stories, including details, themes, main topics/Character descriptions and event connections</p> <p>CCRS Standard</p> <p>[RL.1.2] Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RI.1.2] Identify the main topic and retell key details of a text. [RL.1.3] Describe characters, settings, and major events in a story, using key details.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • retell stories • remember, talk about and retell key details • understand central message or lesson • identify the main topic • describe characters • describe settings • identify major events in the story
<p>Report Card</p> <p>Identifies words and phrases/Asks and answers questions to determine meaning</p> <p>CCRS Standard</p> <p>[RL.1.4] Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [L.1.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 1 reading and content</i>, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify examples of words that evoke feelings • identify examples of sensory details • explain the impact of an author's use of sensory details • determine or clarify meaning of unknown words or phrases by drawing upon sentence-level context clues • identify frequently occurring root words and their inflectional forms
<p>Report Card</p> <p>Explains differences between text types/Uses text features</p> <p>CCRS Standard</p> <p>[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. [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. <i>This standard was explicitly taught during the 1st 9 weeks and will continue to be reviewed.</i></p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • use various text features to locate key facts or information in a text. • explain the difference between literature and informational texts • provide examples from a text that show why the text has a certain classification
<p>Report Card</p> <p>Identifies who is telling a story/ Distinguishes information from visuals and words</p> <p>CCRS Standard</p> <p>[RI.1.6] Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. [RI.1.6] Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • gather information from pictures or illustrations • gather information from words in a text

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<p>Uses illustrations to build meaning</p> <p>Report Card</p> <p>CCRS Standard</p> <p>[RL.1.7] Use illustrations and details in a story to describe its characters, setting, or events. [RI.1.7] Use the illustrations and details in a text to describe its key ideas.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> describe the portion of a text depicted by an illustration describe how illustrations depict key ideas identify details that describe characters, setting, or events support thinking with examples from the text
<p>Identifies the reasons an author gives in informational texts</p> <p>This standard is not taught in 1st grade during the first, second or third 9 weeks.</p>	<p>This standard is not taught in 1st grade during the first, second or third 9 weeks.</p>
<p>Compares and contrasts texts</p> <p>Report Card</p> <p>CCRS Standard</p> <p>[RL.1.9] Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> identify characters in a familiar story explain adventures and experiences of characters in familiar stories compare and contrast adventures and experiences of characters in familiar stories
<p>Understands concepts about print</p> <p>Report Card</p> <p>CCRS Standard</p> <p>[RF.1.1] Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> recognize the beginning and end of a sentence identify the first word of a sentence identify a capital letter identify end of sentence punctuation
<p>Demonstrates understanding of spoken words syllables and sounds</p> <p>Report Card</p> <p>CCRS Standard</p> <p>21. [RF.1.2] Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> distinguish long- and short-vowel sounds in spoken words hear and say syllables in a word blend phonemes (consonants and vowels) together to make a word hear and say each sound in a word
<p>Knows and applies grade level phonics</p> <p>Report Card</p> <p>CCRS Standard</p> <p>RF.1.3] Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> decode regularly spelled one-syllable words- kw, qu, wh, ed and ing endings (where final consonant is doubled), ur, er, ir, le endings, long vowel o (oa, ow, oat, own, oast), long vowel e (e, ee, ea), contractions ‘ve, ‘re, long vowel a (ai, ay, ain, ail, aid, ake, ate, ane, ade, long vowel i (i-e), ed and ing endings where the final e is dropped. decode two-syllable words by following basic patterns and breaking the words into syllables read words with inflectional endings- inflection-es, ed, ing read first grade-appropriate irregularly spelled words
<p>Expected Grade Level Reading Benchmark</p> <p>Report Card</p> <p>CCRS Standard</p> <p>[RF.1.4] Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p><i>At the end of the first 9 weeks grading period students are expected to meet the following minimum scores: a Level I text, with 96% of the words read correctly, a level 3 on the NAEP fluency scale, 40 WPM, and 75% in retelling and understanding the text.</i> The current reading level that is recorded is the level at which a student was able to meet the above minimums (not including WPM)</p>

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<p style="text-align: center;">Report Card</p> <p>Uses the writing process to focus on a topic and adds details</p> <p style="text-align: center;">CCRS Standard</p> <p>[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.</p> <p>[W.1.7] Participate in shared research and writing projects</p> <p>[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.</p> <p>[W.1.2] Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Students are able to write a narrative:</p> <ul style="list-style-type: none"> • using temporal words • telling two or more events in order that they occur • including a satisfying ending • providing descriptive details that make a story interesting • explaining one's thoughts and feelings about the events <p>Students are able to write an informative / explanatory text and:</p> <ul style="list-style-type: none"> • select a topic for original writing • select interesting information about the topic • write short informative/explanatory pieces • actively participate in shared research and writing processes • explore several "how-to" books about a given topic • use a graphic organizer related to sequential order • write a sequence of instructions based on research <p>Students are able to write an opinion text and:</p> <ul style="list-style-type: none"> • identify qualities of opinion pieces • select a topic for original writing and state an opinion about the topic • supply a reason for the opinion • end with a sense of closure
<p style="text-align: center;">Report Card</p> <p>Uses appropriate grammar</p> <p style="text-align: center;">CCRS Standard</p> <p>[L.1.1] Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Print all uppercase and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal, possessive, and indefinite pronouns. e. Use verbs to convey a sense of past, present, and future. f. Use frequently occurring adjectives g. Use frequently occurring conjunctions (<i>and, but, or, so, because</i>) [SL.1.6] Produce complete sentences when appropriate to task and situation.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • apply grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience. • print all upper- and lowercase letters • apply correct use of a variety of nouns • apply appropriate pronoun use (<i>He hops; We hop; I, me, my, they, them, their, anyone, everything</i>) • Apply correct use of verbs (<i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home.</i>) • apply appropriate use of conjunctions • verbally produce complete sentences • adapt their speech appropriately to task and situation • identify tasks which require the use of speaking in complete sentences • identify situations which require the use of speaking in complete sentences
<p style="text-align: center;">Report Card</p> <p>Uses appropriate capitalization and punctuation</p> <p style="text-align: center;">CCRS Standard</p> <p>[L.1.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • capitalize dates • capitalize names of people • use end punctuation for sentences • use commas in dates • use commas to separate single words in a series

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<p>Uses appropriate spelling when writing</p> <p>Report Card</p> <p>CCRS Standard</p> <p>[L.1.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> spell words with common spelling patterns: kw, qu, wh, ed and ing endings (where final consonant is doubled), ur, er, ir, le endings, long vowel o (oa, ow, oat, own, oast), long vowel e (e, ee, ea), contractions ‘ve, ‘re, long vowel a (ai, ay, ain, ail, aid, ake, ate, ane, ade, long vowel i (i-e), ed and ing endings where the final e is dropped. spell frequently occurring irregular words- high frequency words- back, very, thing, just, man, think, great, through, before, right, mean, any, tell, follow, want, also, farm, small, put, does, well, most, after, our, name, sentence, say, help, much, line, too, old, same, boy, came, show, around, three, set, end, another spell unknown words phonetically
<p>Handwriting</p> <p>Report Card</p> <p>CCRS Standard</p> <p>[L1.1a] Print all uppercase and lowercase letters.</p>	<p>Students are able to</p> <ul style="list-style-type: none"> correctly form all upper- and lowercase letters
<p>Engages in group discussions</p> <p>Report Card</p> <p>CCRS Standard</p> <p>[SL.1.1] Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> listen attentively to conversations about first grade topics and texts add to conversations about first grade topics and texts take turns speaking respond to the comments of others extend conversations converse with peers and adults converse in small and large groups ask clarifying questions
<p>Expresses thoughts and information clearly</p> <p>Report Card</p> <p>CCRS Standard</p> <p>[SL.1.6] Produce complete sentences when appropriate to task and situation. [SL.1.4] Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [SL.1.5] Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> verbally produce complete sentences adapt their speech appropriately to task and situation identify tasks which require the use of speaking in complete sentences identify situations which require the use of speaking in complete sentences clearly describe people, places, things, and events use relevant details in descriptions express ideas and feelings clearly create a drawing or display that provides clarification about a description