

1st Grade Standards by Quarter  
Quarter 4, 2017-2018

Power Standards	SC-CCR	Q1	Q2	Q3	Q4	SC-CCR Indicators	Parent Friendly Standards
<b>I can use strategies to create or strengthen meaning as I read and interact with texts.</b>	1-RL.5.1;1-RI.5.1	x	x	x	x	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	I can ask and answer questions about key details in a text.
<b>I can read a variety of first grade fiction.</b>	1-RL.9.2				x	Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	I can identify words and phrases in stories or poems that suggest feeling, appeal to the senses, and add meaning.
	1-RL.6.1				x	Describe the relationship between the illustrations and the characters, setting, or events.	I can use illustrations and details in a story to describe its characters, setting, or events.
	1-RL.7.2				x	Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	I can compare and contrast texts in author and genre studies.
	1-RL.9.1	x			x	Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	I can identify literary devices (ie: onomatopoeia and alliteration) and explain how the author uses each.
	1-RL.11.1				x	Identify the author’s purpose—to explain, entertain, inform, or convince.	I can identify the author’s purpose—to explain, entertain, inform, or convince.
	1-RL.12.2.	x			x	Recognize how the author uses crafted text structures of recurring phrases and dialogue.	I can recognize how the author uses crafted text structures of recurring phrases and dialogue.
	1-RI.9.1				x	Ask and answer questions about known and unknown words in a text.	I can ask and answer questions about known and unknown words in a text.

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<b>I can read a variety of First Grade Informational Text.</b>	1-RI.12.2		x	x	x	Read independently for sustained periods of time.	I can read independently for sustained periods of time.
	1-RI.12.3		x	x	x	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	I can read and respond according to task and purpose to become a self-directed, critical reader and thinker.
	1-RI.5.2		x	x	x	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	I can make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
	1-RI.7.1		x	x	x	Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	I can compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.
	1-RI.10.1				x	Identify the author's purpose – to explain, entertain, inform, or convince.	I can identify the author's purpose – to explain, entertain, inform, or convince.
	1-RI.11.1		x	x	x	Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	I can compare and contrast informational text structure within texts heard or read.
<b>I can use what I know about words to read with accuracy and fluency to understand what I read.</b>	1-RL.3.4, 1-RI.3.4				x	Use final -e and common vowel team conventions to read words with long vowel sounds.	I can use final -e and common vowel team conventions to read words with long vowel sounds (example: cake, team).
	1-RL.3.2, 1-RI.3.2				x	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	I can separate words into syllables and understand that every syllable has a vowel sound.
	1-RL.3.3, 1-RI.3.3				x	Read a two-syllable word by breaking the word into syllables.	I can read a two-syllable word by breaking the word into syllables.
	1-RL.3.6, 1-RI.3.6				x	Recognize and read grade-appropriate irregularly spelled words.	I can recognize and read grade-appropriate irregularly spelled words (example: there, what, said).
<b>I can write for different purposes (opinion,</b>	1-W.3.1	x			x	Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.	I can explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.

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<b>informative/explanatory, narrative).</b>	1-W.3.2	x			x	Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	I can plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.
	1-W.6.4			x	x	Locate letter keys on an electronic device to type simple messages.	I can locate letter keys on an electronic device to type simple messages.
	1-W.6.1	x	x	x	x	Write routinely and persevere in writing tasks for a variety of purposes and audiences.	I can write routinely and persevere in writing tasks for a variety of purposes and audiences.
<b>I can use appropriate grammar when I write and speak.</b>	1-C.1.5				x	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	I can build on what others say by responding appropriately to comments of others through a conversation.
	1-C.1.1				x	Explore and create meaning through conversation, drama, questioning, and story-telling.	I can ask questions to clear up any confusion about the topics and texts under discussion.
	1-C.1.3	x	x	x	x	Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.	I can practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.
<b>I can use appropriate conventions and grammar when communicating.</b>	1-W.4.1				x	Use common, proper, and possessive nouns.	I can use common, proper, and possessive nouns in my writing.
	1-W.4.2				x	Use singular and plural nouns with matching verbs in basic sentences.	I can use singular and plural nouns with matching verbs in basic sentences in my writing (example: He hops; We hop).
	1-W.4.6				x	Use prepositional phrases.	I can use frequently occurring prepositions in my writing (example: during, beyond, toward).
	1-W.5.1				x	Capitalize the first word of a sentence, dates, names, and the pronoun <i>I</i> .	I can capitalize dates and names of people in my writing.
	1-W.5.2.a		x		x	Use: a. periods, question marks, and exclamation marks at the end of sentences; and	I can use end punctuation for sentences in my writing.
	1-W.5.2.b				x	Use: b. commas in dates and to separate items in a series.	I can use commas in dates and when separating single words in a series in my writing.
	1-W.5.3				x	Use conventional spelling for words with common spelling patterns.	I can use conventional spelling for words with common spelling patterns in my writing.

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	1-W.5.4				x	Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	I can spell untaught words using my knowledge of letter sounds in my writing (example: "house" may be spelled "hows").
	1-C.4.3				x	Identify when the speaker uses intonation and word stress and includes media.	I can identify when the speaker uses intonation and word stress and includes media.
	1-C.5.2				x	Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	I can employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.
<b>I can figure out what words mean and use them</b>	1-RL.10.3, 1-RI.9.3				x	Use inflectional endings and affixes to determine the meaning of unknown words.	I can use inflectional endings and affixes to determine the meaning of unknown words.
	1-W.5.5				x	Consult print and multimedia resources to check and correct spellings.	I can consult print and multimedia resources to check and correct spellings.
I can use addition and subtraction within 20 to solve word problems by	1.ATO.1	x	x	x	x	Solve real world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.	I can use addition and subtraction with numbers up to 20 to solve word problems involving adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions by using numbers, objects, drawing, and equations.
I can quickly add and subtract	1.ATO.6		x	x	x	Demonstrate: a. addition and subtraction through 20. b. fluency with addition and related subtraction facts through 10.	I can use more than one strategy to add and subtract within 20. I can quickly add and subtract within 10.
I can understand and compare the value of two digit numbers	1.NSBT.2			x	x	Understand place value through 99 by demonstrating that: a. ten ones can be thought of as a bundle (group) called a "ten"; b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones;	I can understand place value through 99 by demonstrating that: a. ten ones can be thought of as a bundle (group) called a "ten"; b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones.

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based on groups of 10 and some ones using the words greater than, less than, or equal to.	1.NSBT.2.a			x	x	Understand place value through 99 by demonstrating that: a. ten ones can be thought of as a bundle (group) called a “ten”; b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones; c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.	I can understand that when I count 10 ones its grouping is a bundle.
	1.NSBT.2.b			x	x	b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones;	I can understand that the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones.
	1.NSBT.2.c			x	x	c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition	I can understand that there are 4 groups of ten in the number 40.
I can use strategies to add and subtract within 100	1.NSBT.4			x	x	Add through 99 using concrete models, drawings, and strategies based on place value to: a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup); b. add a two-digit number and a multiple of 10.	I can use a strategy to add within 100.
	1.NSBT.6				x	Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based place value.	I can use and explain a strategy to subtract multiples of 10 from other multiples of 10 less than 90.
I can tell and write time to the hour and half hour.	1.MDA.3				x	Use analog and digital clocks to tell and record time to the hour and half hour.	I can tell and write time in hours and half-hours using analog and digital clocks.

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I can identify and write coin values using a cent symbol.	1.MDA.6				x	Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.	I can Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.
I can understand the rights, responsibilities, and actions of past and	SS.1-3.3				x	Summarize the contributions to democracy that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt.	I can tell how historic people contributed to democracy in the United States.
I can understand how individuals, families, and communities are alike and different	SS.1-4.3				x	Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.	I can identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.
	SS.1-4.4				x	Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.	I can explain how a lack of resources forces to family to make decisions about what they need and want.
I can show my understanding of the characteristics	1.L.5A.1				x	Obtain and communicate information to construct explanations for how different plant structures (including roots, stems, leaves, flowers, fruits, and seeds) help plants. survive, grow, and produce more plants.	I can explain how plant structures help them survive.
I can explain how plant structures help them survive and grow.	1.L.5A.2				x	Construct explanations of the stages of development of a flowering plant as it grows from a seed using observations and measurements.	I can explain the stages of development of a flowering plant.
	1.L.5B.1				x	Conduct investigations to answer questions about what plants need to live and grow (including air, water, sunlight, minerals and space).	I can answer questions about what plants need to live and grow.

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	1.L.5B.2			x	Develop and use models to compare how the different characteristics of plants help them survive in distinct environments (including deserts, forests, and grasslands).	I can describe how plants respond to environmental changes.
	1.L.5B.3			x	Analyze and interpret data from observations to describe how changes in the environment cause plants to respond in different ways (such as turning leaves toward the Sun, leaves changing color, leaves wilting, or trees shedding leaves).	I can describe how changes in the environment effect plant responses.