Summary of 1st Grade Standards
What your 1st grader is expected to learn

APS invites you to get familiar with the content standards your child should master this year. The complete text for State standards can be found at www.aps.edu. *(Please note: Examples are provided to illustrate concepts, but are not meant as a complete list.)*

LANGUAGE ARTS

Reading Process

Read 1st Grade Level Books Fluently & with Understanding

- Read from left to right & top to bottom
- Identify letters, words & sentences
- Match a spoken word with a printed word
- Explain the use of common punctuation *(period, comma, question & exclamation marks)*
- Identify the title & author
- Put letter sounds together *(c-a-t becomes cat)*
- Break words up into letter sounds *(cat to c-a-t)*
- Identify common words spelled regularly *(ten, cat)* & irregularly *(two, said, once)*
- Use many strategies to read:
  - Letter sounds *(the sound 't' makes for ten)*
  - Illustrations *(clues from the pictures)*
  - Connection to meaning *(follows story line)*
  - Language use *(word sounds right in the sentence)*
  - Change beginning, middle & ending sounds to make new words *(cat-bat-sat / bit-sit-fit)*
  - Understand the difference between long & short vowel sounds in 1-syllable words *(bit, bite)*
- Build vocabulary through reading:
  - Reading, listening & interacting
  - Sorting word groups *(animals, foods)*
- Read aloud with fluency & comprehension

Reading Analysis

Understand, Analyze & Interpret What's Read

- Retell & summarize in own words:
  - Beginning, middle & end
  - Recall facts & details
  - Talk & write about stories
- Make & verify predictions about the story
- Answer 'who,' 'what,' 'when,' 'where', 'how,' 'why,' & 'what if' questions
- Relate what's read to previous experiences
- Tell the difference between fact & fiction

Writing

Write Clearly and Effectively

- Compose first draft *(as appropriate: plan a topic, write a draft, reread for meaning)*
- Use knowledge of letters sounds to write independently using conventional spelling *(My dog is nice.)* or developmental spelling *(I wud like to chavl in spase.)*
- Use knowledge of letter sounds & word patterns to spell 3- to 4-letter words correctly
- Demonstrate penmanship skills *(form upper & lower case letters, use space between words)*
- Use basic capitalization *(first word in a sentence & proper nouns)* & basic punctuation *(period or question mark at the end of a sentence)*
- Write simple, complete sentences
- Use different forms of writing *(short stories, journal entries, poems)* to describe, narrate, express, explain, persuade & analyze
- Model authors' use of language *(create new endings for a story)*

Research

Locate • Gather • Record • Organize • Present

- Show familiarity with different sources of information *(books, newspaper, software)*

Speaking, Listening & Viewing

Improve Communication Skills

- Participate in class discussions
- Recite rhymes, songs, chants & poetry
- Ask & answer questions & speak clearly
- Use correct vocabulary & grammar
- Listen with attention
- Increase vocabulary by reading, listening & interacting
- Repeat & follow 2-step directions
- Listen to & retell stories

SOCIAL STUDIES

People • Events • Cultures • Interactions • Citizenship

History

- Describe similarities among people in NM
- Identify important people, events & symbols *(Martin Luther King, Jr., Labor Day, American flag)*
- Identify & compare celebrations in the U.S., Mexico & Canada
- Show how timelines are used

Geography

- Make and use maps
- Tell if an object is natural or man-made
- Identify how natural resources of an area affect housing types & professions
- Describe how the sun affects living conditions on earth *(seasons, day & night)*
- Identify the characteristics of culture *(language, customs, religion, shelter)*

Civics & Government

- Explain the purposes of rules, identify examples for different groups *(family, classroom, community)* & the consequences of breaking them
- Identify the U.S. President & the NM Governor
- Describe ways to make a decision: majority *(most people agree)*, consensus *(all people agree)*, authority *(1 person makes the rule, e.g., teacher, parent)*
- Explain & use good citizenship qualities in school *(fair play, good sportsmanship, treat others as you want to be treated)*
- Identify examples of good citizenship qualities in history *(honesty, courage, fairness, loyalty)*

Economics

- Explain the differences between needs & wants
- Explain how resources may be limited & how they can be made into a variety of products *(oil, wood)*
- Understand that a person has to work in order to buy goods & services
- Describe the barter system *(simple exchange)*

Summary of 1st Grade Standards

What your 1st grader is expected to learn

MATHEMATICS

Whole Numbers

Understand place value, representation & relationships of numbers to 100

- Count with understanding to 100
- Skip count by 2's to 20, 5's to 100, 10's to 100

- Count backward from 100, & compare & order numbers *("1s" "10s" "less than" "greater than")*

- Connect words & numbers with the quantity they represent *(7, seven, ⬜⬜⬜⬜⬜⬜⬜)* & write them

- Show an understanding of place value to 100:
  - recognize numbers & their place value *(1s, 10s)*
  - put numbers in order & fill in numbers that are missing in a sequence *(24 ⬜⬜⬜ 28)*
  - group objects by 10s & 1s *(24 = 2 tens 4 ones)*
  - recognize sets of objects to 50

Addition and Subtraction

- Use & explain different strategies to show an understanding of addition & subtraction
  - facts for sums that make 10
  - counting, doubling, estimating
  - modeling with pictures or objects

- Solve problems that add or subtract a 1-digit with a 2-digit number *(23 + 7 = 30, 49 - 6 = 43)* [*1st graders don't have to 'regroup' ('carry' or 'borrow') between 10's and 1's*]

- Break apart & recombine number *(using objects such as blocks or pennies)* to create equal representations of the same number *(10 = 1+2+7, 7+3, 3+2+5, 5+5...)*

- Understand the inverse (opposite) relationship of addition & substraction to solve problems & check solutions *(8 + 2 = 10, 10 - 2 = 8)*

Algebra

- Recognize, reproduce, describe, extend & create repeating patterns *(color, shape, numbers, movement)* & transfer to another representation *(red, red, blue... to clap, clap, stomp...)*

- Write number sentences that use objects, pictures or symbols to express math situations
  - *José has 4 apples, & Maria has 2 more*
  - *Use (+), (-) or invented symbols*

- Show concept of equal *3 + 5 = 8, 2 + 6 = 8*

- Solve number sentence up to 10 with a 'variable' *(substitute symbol) 10 = y + 6*

Geometry

- Participate in activities to describe:
  - direction & location *(over, under, to the right)*
  - navigation from 1 location to another *(use words for direction, distance & landmarks)*
  - create representation of surroundings with estimated measures of distance *(map, 3-dimensional model)*

- Combine shapes to form new shapes *(2 right triangles make a square)*

- Improve spatial memory *(recall # of dots)*

Measurement

- Develop understanding of measurement *(measure, estimate & compare)* length *(longer, shorter),* weight *(heavier, lighter),* volume *(full, empty),* time *(minutes, days)*

- Tell time to the half hour

- Measure things with non-standard units *(paper clip to measure a paper's length & width, footsteps to measure a room)*

Data Analysis & Probability

- Collect, organize & display data to answer questions *("How many teeth did students lose?")*
  - decide how data can be gathered
  - gather data *(interviews, surveys, observations)*
  - organize & sort into categories
  - discuss ways to show results *(graphs, pictures)*
  - represent data *(pictures, tables)*

- Analyze & compare simple data *(Did it answer the question? "How many lost 2 teeth?")*

- Discuss chance *("likely," "unlikely," "often")*

SCIENCE

Do Scientific Investigations:
OBSERVE, PREDICT, EXPERIMENT & VALIDATE

Scientific Thinking & Practice

- Make observations, predict results & develop questions

Physical Science

- Describe the characteristics of the 3 states of matter *(solid, liquid, gas)*

- Describe how energy produces changes *(heat melts ice, electricity makes TV's work)*

- Describe ways to make things move & what causes them to stop

Life Science

- Describe the differences & similarities of plants & animals

- Know that living things have basic needs *(water, air, food, sunlight)* & observe their life cycles

- Identify differences between living & nonliving things

- Describe simple body functions *(breathing, eating)* & basic needs for nutrition

Earth & Space Science

- Observe the patterns of the sun and the moon

- Know that weather is measured with simple tools *(thermometer, wind sock)*

- Know that there are different climates *(desert, rainforest, arctic)*

Science & Society

- Know that germs can be transmitted *(by coughing or touching)*

- Know that tools & machines can be helpful or harmful *(cars, scissors)*