

FIRST GRADE Language Arts Essential Standards/GVCs

L.A. Essential Standards/GVCs	Learning Targets I can.....	Standards	Examples of Rigor	Possible Assessments
<p>Phonological/Phonemic Awareness I can orally segment words sound by sound and blend them together quickly.</p>	<p>1: I can orally isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>2: I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>3: I can orally segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>4: I can orally manipulate sounds (phonemes) by adding, deleting, or substituting initial and final sounds (phonemes). (Intervened on, but might not meet mastery in first grade.)</p>	<p align="center">RF 1.2</p>	<p>DOK 1: I can orally isolate, blend, and segment sounds in words. (Heggerty)</p> <p>DOK 2: I can sort long and short vowels in spoken single-syllable words. (Sorts)</p> <p>DOK 3: I can manipulate sounds by adding, deleting, or substituting initial and final sounds. (Advanced Phoneme Manipulation)</p> <p>DOK 4: I can connect letter sounds to print by hearing and recording sounds (Phoneme-Grapheme-Mapping).</p>	<p>Phonological Awareness Diagnostic Assessment ACADIENCE PSF R4R Weekly/Unit Phonological Awareness Assessments (as needed)</p>

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<p style="color: orange; margin: 0;">Phonics/Decoding</p> <p style="margin: 0;">I can read and write words using known sound-spelling patterns.</p>	<p>1: I can read and write CVC words with accuracy and automaticity.</p> <p>2: I can read and write single-syllable words with common consonant blends with accuracy and automaticity.</p> <p>3: I can read and write single-syllable words with common consonant digraphs with accuracy and automaticity.</p> <p>4: I can read and write single-syllable words with the long vowel silent-e spelling pattern with accuracy and automaticity.</p>	<p>RF 1.3</p>	<p>DOK 1: I can practice blending, spelling, and writing words with known sound-spelling correspondences for automaticity.</p> <p>DOK 2: I can apply new sound-spelling correspondence to: Blending, Word Building, Word Chains & Word Sorting</p> <p>DOK 3: I can differentiate during dictation between same sound spelling patterns (ex. a_e, ai, ay) and compare to words I have seen in text.</p> <p>DOK 4: I can apply new sound-spelling correspondences to independent writing.</p>	<p>Phonics Diagnostic Assessment ACADIENCE NWF R4R Weekly/Unit Phonics Decoding & Dictation (as needed)</p>

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<p>Word Recognition & Fluency I can accurately and fluently read a Level J text.</p>	<p>1: I can read both familiar and high frequency words (regularly and irregularly spelled) with automaticity.</p> <p>2: I can read grade-level text with accuracy, appropriate rate, and expression.</p> <p>3: I can use context clues to monitor and self-correct for meaning and understanding, rereading as necessary.</p>	<p>RF 1.3 RF 1.4 L 1.4</p>	<p>DOK 1: I can read high frequency words and phrases for automaticity. DOK 2: I can apply phonics skills to read new grade level texts. DOK 3: I can use context to monitor and self-correct for meaning and understanding, rereading as necessary. DOK 4: I can reading for comprehension.</p>	<p>First Grade High Frequency Word Diagnostic Assessment BAS ACADIENCE ORF R4R Weekly/Unit High Frequency Words (as needed)</p>

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<p>Oral Language Comprehension I can orally retell a text using key details.</p>	<p>1: I can use complete sentences to answer questions about key details in a texts read to me or independently.</p> <p>2: I can use complete sentences and key details to retell a story including characters, settings, and sequenced events.</p> <p>3: I can use complete sentences to identify the main topic and retell key details about an informational text.</p>	<p>SL 1.2 SL 1.4 SL 1.6 RL & RI 1.1 RL & RI 1.2 RL 1.3 RL & RI 1.7</p>	<p>DOK 1: I can answer questions from the text. DOK 2: I can identify and retell/summarize the key details in a story. DOK 3: I can ask questions, draw conclusions, and determine the main idea. DOK 4: I can connect texts to others texts over the unit.</p>	<p align="center">BAS ACADIENCE ORF Retell</p>

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<p style="text-align: center; color: orange; margin: 0;">Writing</p> <p>I can write complete sentences with capitals, spaces, end marks, and correct spelling using my best handwriting to produce a narrative, informational, or opinion text.</p>	<p>1: I can independently identify and legibly write all upper-and-lowercase letters.</p> <p>2: I can write complete sentences using the basic features of print (capitalization, spacing between words, whole idea, and ending punctuation).</p> <p>3: I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>4: I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>5: I can produce grade-appropriate texts that make sense; introduce or name a topic; include a sequence of events, facts, or a reason; and provide a sense of closure (narrative, informational, or opinion).</p>	<p>L 1.1 RF 1.1 L 1.2 W 1.1 W 1.2 W 1.3</p>	<p>DOK 1: I can practice handwriting with correct letter formation. I can write complete sentences using basic features of print.</p> <p>DOK 2: I can check/edit writing to make complete sentences.</p> <p>DOK 3: I can write narrative, informational, and opinion texts (introduce or name a topic; include a sequence of events, facts, supply a reason; and providing a sense of closure)</p> <p>DOK 4: I can take a piece of writing through the writing process, publish, and share.</p>	<p>Phonics Diagnostic Assessment R4R Dictation Writing Samples with Rubrics</p>

FIRST GRADE Math Essential Standards/GVCs

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<p style="text-align: center; color: #00A0A0; margin: 0;">Addition</p> <p style="text-align: center; margin: 0;">I can use a strategy to correctly solve addition problems within 20 and show fluency within 10.</p>	<p>1: I can identify and use the plus sign to add.</p> <p>2: I can identify and use the equal sign correctly both vertically and horizontally.</p> <p>3: I can choose and use a strategy to correctly solve addition problems (counting on, number line, doubles, near doubles, making ten, fact families, etc.).</p> <p>4: I can fluently solve addition facts within 10 on a timed, written test.</p>	<p>1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8</p>	<p>DOK 1: I can recall basic addition facts.</p> <p>DOK 2: I can use fact families to solve multi-step addition problems and identify patterns.</p> <p>DOK 3: I can choose an addition strategy to use to solve a problem and tell why I chose it.</p> <p>DOK 4: I can determine if an addition problem is solved correctly and if not I can fix it.</p>	<p>Math Program Assessments Observations Addition Automaticity Tests</p>

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<p style="color: #00A6C9; margin: 0;">Subtraction</p> <p style="margin: 0;">I can use a strategy to correctly solve subtraction problems within 20 and show fluency within 10.</p>	<p>1: I can identify and use the minus sign to subtract.</p> <p>2: I can identify and use the equal sign correctly both vertically and horizontally.</p> <p>3: I can choose and use a strategy to solve subtraction problems (counting back, number line, doubles, making ten, fact families, etc.).</p> <p>4: I can fluently solve subtraction facts within 10 on a timed, written test.</p>	<p>1.OA.3</p> <p>1.OA.4</p> <p>1.OA.5</p> <p>1.OA.6</p> <p>1.OA.7</p> <p>1.OA.8</p>	<p>DOK 1: I can recall basic subtraction facts.</p> <p>DOK 2: I can use fact families to solve multi-step subtraction problems and identify patterns.</p> <p>DOK 3: I can choose a subtraction strategy to use to solve a problem and tell why I chose it.</p> <p>DOK 4: I can determine if an subtraction problem is solved correctly and if not I can fix it.</p>	<p>Math Program Assessments</p> <p>Observations</p> <p>Subtraction Automaticity Tests</p>

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<p>Place Value I can reason using place value with tens and ones.</p>	<p>1: I can count, read, and write numbers to 120 by ones starting at any given number.</p> <p>2: I can skip count by tens to 120.</p> <p>3: I can skip count by fives to 120.</p> <p>4: I can show how many tens and ones are in a two-digit number.</p> <p>5: I can compare 2-digit numbers.</p> <p>6. I can find ten more or ten less than a given number.</p>	<p>1.NBT.1 1.NBT.2 1.NBT.3 1.NBT.5</p>	<p>DOK 1: I can identify the number in the ones place and the number tens place.</p> <p>DOK 2: I can show a number with tens and ones two different ways. (manipulatives, drawing, numbers).</p> <p>DOK 3: I can compare two 2-digit numbers.</p> <p>DOK 4: I can compare two 2-digit numbers and prove why one is more?</p>	<p>Math Program Assessments Observations</p>

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<p align="center">Time</p> <p>I can tell and write time to the hour and half-hour.</p>	<p>1: I can tell and write time to the hour (digital and analog).</p> <p>2: I can tell and write time to the half-hour (digital and analog).</p>	<p align="center">1.MD.3</p>	<p>DOK 1: I can tell the time on a clock to the hour or half hour.</p> <p>DOK 2: I can match the time on an analog clock to a digital clock.</p> <p>DOK 3: I can draw hands on a clock to show a given time.</p> <p>DOK 4: I can use elapsed time to solve story problems.</p>	<p align="center">Math Program Assessments Observations</p>

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<p>Money I can recognize the names and values of coins.</p>	<p>1: I can identify coins and their values (penny, nickel, dime, quarter).</p> <p>2: I can compare coin values (penny, nickel, dime, quarter).</p>	<p align="center">1.MD.5</p>	<p>DOK 1: I can identify coins by name.</p> <p>DOK 2: I can sort and count coins by their value.</p> <p>DOK 3: I can count mixed coins.</p> <p>DOK 4: I can draw multiple ways to show .25¢</p>	<p align="center">Math Program Assessments Observations</p>