

Where We Are In Place and Time – Persevering Pioneers

<p style="text-align: center;">ELA Standards</p>	<p>LAFS.1.RF.1.1 - Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <p>LAFS.1.RL.3.7 - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>LAFS.1.RL.1.3 - Describe characters, settings, and major events in a story, using key details.</p> <p>LAFS.1.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>LAFS.1.RL.1.1 - Ask and answer questions about key details in a text.</p> <p>LAFS.1.RL.2.6 - Identify who is telling the story at various points in a text.</p> <p>LAFS.1.RL.3.9 - Compare and contrast the adventures and experiences of characters in stories.</p> <p>LAFS.1.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>LAFS.1.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p>LAFS.1.L.3.5 - With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., loo, 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. <p>LAFS.1.L.3.6 - 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).</p> <p>LAFS.1.RF.2.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>
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- 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).

LAFS.1.RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- 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.

LAFS.1.RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LAFS.1.SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' 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.

LAFS.1.SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LAFS.1.SL.2.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LAFS.1.SL.2.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LAFS.1.W.2.5 - 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.

LAFS.1.W.3.7 - 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).

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<p>Math Standards</p>	<p>MAFS.1.OA.1.1 - 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 (1Students are not required to independently read the word problems.)</p> <p>MAFS.1.OA.4.7 - 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>MAFS.1.OA.4.8 - Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = [] - 3$, $6 + 6 = []$.</p> <p>MAFS.1.OA.1.2 - 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.</p> <p>MAFS.1.OA.2.3 -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.)</p> <p>MAFS.1.OA.3.5 - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MAFS.1.OA.3.6 - 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 $6 + 6 + 1 = 12 + 1 = 13$).</p>
<p>Science Standards</p>	<p>SC.1.N.1.1 - Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.</p> <p>SC.1.N.1.2 - Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.</p> <p>SC.1.N.1.3 - Keep records as appropriate - such as pictorial and written records - of investigations conducted.</p> <p>SC.1.N.1.4 - Ask "how do you know?" in appropriate situations.</p> <p>SC.1.E.5.2 - Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.</p> <p>SC.1.E.6.1 - Recognize that water, rocks, soil, and living organisms are found on Earth's surface.</p> <p>SC.1.E.6.3 - Recognize that some things in the world around us happen fast and some happen slowly.</p> <p>SC.1.P.12.1 - Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.</p> <p>SC.1.P.13.1 - Demonstrate that the way to change the motion of an object is by applying a push or a pull.</p> <p>SC.1.E.5.2 - Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object</p>

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<p>Social Studies Standards</p>	<p>SS.1.G.1.2 - Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.</p> <p>SS.1.A.2.1 - Understand history tells the story of people and events of other times and places.</p> <p>SS.1.A.2.2 - Compare life now with life in the past.</p> <p>SS.1.A.2.5 - Distinguish between historical fact and fiction using various materials.</p> <p>SS.1.G.1.3 - Construct a basic map using key elements including cardinal directions and map symbols.</p> <p>SS.1.G.1.4 - Identify a variety of physical features using a map and globe.</p>
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