

How the We Organize Ourselves – Bridges

<p>ELA Standards</p>	<p>LAFS.1.RL.1.1- Ask and answer questions about key details in a text.</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.2.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>LAFS.1.RL.2.6 - Identify who is telling the story at various points in a text.</p> <p>LAFS.1.RI.1.1 - Ask and answer questions about key details in a text.</p> <p>LAFS.1.RI.1.2 - Identify the main topic and retell key details of a text.</p> <p>LAFS.1.RI.2.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</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.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). <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.
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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).

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.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

LAFS.1.W.3.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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<p style="text-align: center;">Math Standards</p>	<p>MAFS.1.MD.1.1- Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MAFS.1.MD.1.a- Understand how to use a ruler to measure length to the nearest inch.</p> <p>a. Recognize that the ruler is a tool that can be used to measure the attribute of length.</p> <p>b. Understand the importance of the zero point and end point and that the length measure is the span between two points.</p> <p>c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.</p> <p>MAFS.1.MD.2.3- Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>MAFS.1.MD.2.a- Identify and combine values of money in cents up to one dollar working with a single unit of currency1.</p> <p>a. Identify the value of coins (pennies, nickels, dimes, quarters).</p> <p>b. Compute the value of combinations of coins (pennies and/or dimes).</p> <p>c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.) (1Students are not expected to understand the decimal notation for combinations of dollars and cents.)</p> <p>MAFS.1.MD.3.4- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>
<p style="text-align: center;">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.P.8.1- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.</p>
<p style="text-align: center;">Social Studies Standards</p>	<p>SS.1.A.1.1- Develop an understanding of a primary source.</p> <p>SS.1.A.1.2- Understand how to use the media center/other sources to find answers to questions about a historical topic.</p> <p>SS.1.A.3.1- Use terms related to time to sequentially order events that have occurred in school, home, or community.</p> <p>SS.1.E.1.1- Recognize that money is a method of exchanging goods and services.</p>