

TUSCARAWAS VALLEY LOCAL SCHOOLS
A Parent's Guide to Ohio's New Learning Standards



GRADE
1

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**First Grade**

Dear Parent / Guardian:

This pamphlet has been prepared by the Tuscarawas Valley Local Schools to help you become better acquainted with the new Ohio Learning Standards for Social Studies and Science as well as the newly adopted Common Core standards in English Language Arts and Math. We have also included our Tusky Valley "I Can" statements, which you will see listed on your child's report card. These "I Can" statements represent the skills taught to mastery at this grade level. The "I Can" statements directly correlate with the state standards that follow. We hope you will review this material to have an understanding of what your child needs to know and be able to do by the time he or she finishes first grade.

There is nothing more important to your child's future than making sure he or she gets a quality education. We look forward to working together as partners to achieve this goal and make this a happy and successful year for all students. Please feel free to contact your child's teacher or principal should you have any questions or concerns about the first grade curriculum.

Sincerely,

The Staff and Administration of the  
Tuscarawas Valley Local Schools

**Language Arts**

**TVLS Reading 'I Can' Statements:**

- ❖ I can identify and say the beginning and ending sounds in words.
- ❖ I can decode words and syllables using letter-sound matches and blend letter-sounds into words.
- ❖ I can add, delete, or change sounds in a given word to create rhyming words.
- ❖ I can demonstrate a growing stock of sight words.
- ❖ I can read orally with expression and fluency at a first grade level.
- ❖ I can demonstrate an understanding of consonant blends and digraphs.
- ❖ I can use strategies to determine the meaning of unknown words.
- ❖ I can read root words and inflectional endings – s, -- ing, and –ed.
- ❖ I can identify the key events in a text.
- ❖ I can demonstrate comprehension of fictional and non-fictional texts by asking and answering questions.
- ❖ I can visualize the information in texts and demonstrate this by drawing pictures.
- ❖ I can identify and describe characters in a story.
- ❖ I can identify and describe the setting of a story.
- ❖ I can compare and contrast information of fictional and nonfictional texts.
- ❖ I can compare and contrast experiences of characters in stories.
- ❖ I can retell the beginning, middle and end of a story including its important events.
- ❖ I can identify main idea and key details of fictional and nonfictional texts.

**Reading: Foundational Skills**

**Print Concepts**

- Demonstrate understanding of the organization and basic features of print.
  - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**Phonological Awareness**

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Distinguish long from short vowel sounds in spoken single-syllable words.
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - Decode regularly spelled one-syllable words.
  - Know final -e and common vowel team conventions for representing long vowel sounds.
  - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - Decode two-syllable words following basic patterns by breaking the words into syllables.

- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

## Fluency

- Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Reading: Literature

### Key Ideas and Details

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.

### Craft and Structure

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas

- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

### Range of Reading and Level of Text Complexity

- With prompting and support, read prose and poetry of appropriate complexity for grade 1.

## Reading: Informational Text

### Key Ideas and Details

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Integration of Knowledge and Ideas

- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Range of Reading and Level of Text Complexity

- With prompting and support, read informational texts appropriately complex for grade 1.

## TVLS Writing 'I Can' Statements:

- ❖ I can construct complete sentences with nouns and verbs.
- ❖ I can add descriptive words (adjectives) and details to writing.
- ❖ I can develop a topic/main idea for writing.
- ❖ I can write responses to literature.
- ❖ I can write simple opinions, informative texts, and narratives with a beginning, middle, and end that include descriptive words and details.
- ❖ I can print legibly with correct spacing.
- ❖ I can spell grade appropriate words correctly in daily writing.
- ❖ I can create phonetically spelled written work.
- ❖ I can use capitalization and punctuation correctly.

## Writing

### Text Types and Purposes

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

## Speaking & Listening

### Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 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).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

## Presentation of Knowledge and Ideas

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.

## Language

### Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Print all upper- and lowercase letters.
  - Use common, proper, and possessive nouns.
  - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  - 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).
  - Use frequently occurring adjectives.
  - Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
  - Use determiners (e.g., articles, demonstratives).
  - Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
  - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize dates and names of people.
  - Use end punctuation for sentences.
  - Use commas in dates and to separate single words in a series.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### Vocabulary Acquisition and Use

- 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.
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Use frequently occurring affixes as a clue to the meaning of a word.
  - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - 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).
  - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
  - Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *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.

- 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., *because*).

## Mathematics

### TVLS Number, Number Sense, and Operations and Algebraic Thinking 'I Can' Statements:

- ❖ I can develop addition strategies for math fact fluency.
- ❖ I can develop subtraction strategies for math fact fluency.
- ❖ I can model, represent and explain addition.
- ❖ I can model, represent and explain subtraction.
- ❖ I can count by fives and tens to 120.
- ❖ I can count by ones to 120.
- ❖ I can count by twos to 30.
- ❖ I can use place value concepts to represent whole numbers up to 120.
- ❖ I can read and write numbers to 120.
- ❖ I can represent the common fractions  $\frac{1}{2}$  and  $\frac{1}{4}$ .

### Operations & Algebraic Thinking

#### Represent and solve problems involving addition and subtraction.

- 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.<sup>1</sup>
- 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.

#### Understand and apply properties of operations and the relationship between addition and subtraction.

- Apply properties of operations as strategies to add and subtract.<sup>2</sup> *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.)*
- Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8. Add and subtract within 20.*

#### Add and subtract within 20.

- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 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  $6 + 6 + 1 = 12 + 1 = 13$ ).

## Work with addition and subtraction equations.

- 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?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .
  - Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .
- 2 Students need not use formal terms for these properties.

## Number & Operations in Base Ten

### Extend the counting sequence.

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

### Understand place value.

- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  - 10 can be thought of as a bundle of ten ones — called a “ten.”
  - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

### Use place value understanding and properties of operations to add and subtract.

- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

### TVLS Measurement and Data 'I Can' Statements:

- ❖ I can tell time to hour and half hour on a digital and analog clock.
- ❖ I can estimate and measure lengths using non-standard units.
- ❖ I can create, interpret and construct questions from data charts and graphs.

## Measurement & Data

### Measure lengths indirectly and by iterating length units.

- Order three objects by length; compare the lengths of two objects indirectly by using a third object.

- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

### Tell and write time.

- Tell and write time in hours and half-hours using analog and digital clocks.

### Represent and interpret data.

- 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.

### TVLS Geometry 'I Can' Statements:

- ❖ I can identify, draw, compare, and sort two-dimensional and three-dimensional shapes.

## Geometry

### Reason with shapes and their attributes.

- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<sup>1</sup>
- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

## Science

### TVLS Science 'I Can' Statements:

- ❖ I can identify the needs of living things.
- ❖ I can classify the physical properties of matter.
- ❖ I can identify various forces that make things move.
- ❖ I can identify the sun as the principal source of energy.

## Earth and Space Science (ESS)

- The sun is the principal source of energy.
- The physical properties of water change.

## Physical Science (PS)

- Properties of objects and materials can change.
- Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.

## Life Science (LS)

- Living things have basic needs, which are met by obtaining materials from the physical environment.
- Living things survive only in environments that meet their needs.



# Social Studies

## TVLS Social Studies 'I Can' Statements:

- ❖ I can compare and contrast changes in daily life from past to present.
- ❖ I can use and understand simple maps.
- ❖ I can understand that people make economic choices based on wants and needs.
- ❖ I can describe similarities and differences in different cultures.
- ❖ I can describe the ways people produce, obtain, consume, and exchange goods and services.

## History

- Time can be divided into categories (e.g., months of the year, past, present and future).
- Photographs, letters, artifacts and books can be used to learn about the past.
- The way basic human needs are met has changed over time.

## Geography

- Maps can be used to locate and identify places.
- Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).
- Families interact with the physical environment differently in different times and places.
- Diverse cultural practices address basic human needs in various ways and may change over time.

## Government

- Individuals are accountable for their actions.
- Collaboration requires group members to respect the rights and opinions of others.
- Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

## Economics

- Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.
- People produce and consume goods and services in the community.
- People trade to obtain goods and services they want.
- Currency is used as a means of economic exchange.

## **Mission:**

*The Tuscarawas Valley Local School District will focus on high achievement for all students by providing a challenging curriculum in a positive learning environment.*



**Positive, Productive, Proud**