Manchester Academic Charter School
First Grade
Priority Standards and Content for Mastery
English-Language Arts

1st grade

Foundational Skills

1. Demonstrate understanding of the organization and basic features of print.
   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
   b. Identify at least 30 sight words
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   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 the 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).
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.
   h. Read aloud, alone or with a partner at least 15 minutes a day.

Reading/Listening to Literature

4. Ask and answer questions about key details in a text.
5. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
   a. Make personal connections to the events in a read aloud
   b. Change some plot events and create a different ending
6. Compare and contrast the adventures and experiences of characters in stories. (See Appendix A)
   a. Distinguish fiction, nonfiction and drama genres
   b. Identify who is telling the story
Reading/Listening to Informational Text

7. Ask and answer questions about key details in a text.
8. Identify main topic and retell key details of a text.
   a. Categorize and organize facts and information within a given topic
   b. Distinguish between events that happened long ago and current events
9. Identify basic similarities in and differences between two texts on the same topic.

Writing

10. 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.
11. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
12. Write narratives in which they recount two or more appropriately sequenced events
   a. include some details regarding what happened
   b. use temporal words to signal event order
   c. provide some sense of closure.

Language

13. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print many upper- and lowercase letters.
   b. Use common, proper, and possessive nouns.
   c. Use singular and plural nouns with matching verbs in basic sentences
   d. Use personal, possessive, and indefinite pronouns
   e. Use verbs to convey a sense of past, present, and future
   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
14. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   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
f. Use apostrophes to create contractions

Production of Writing

15. Write guidance and support, recall information from experiences or gather information from provided sources to answer a question.
   a. Begin to add details to writing to plan, draft and edit writing
   b. Write simple friendly letters

Vocabulary

16. 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
   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
   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 and adjectives differing in intensity by defining or choosing them or by acting out the meanings

17. 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). (See Appendix B)

Research

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

Speaking

19. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
   a. Carry on a conversation over six turns and staying on topic

***Students should be able to write a paragraph with a beginning, middle and end.***
Mathematics

1st grade

Numbers and Operation

1. Extend the counting sequence to read and write numerals to represent objects by counting to 120 and starting at any number less than 120.
2. Use place value concepts to represent amounts of tens and ones and to compare two digit numbers
   a. Understand that the two-digits of a two-digit number represent amounts of tens and ones
   b. Compare two digit numbers based on the meanings of the tens and ones digits using <, =, and >
3. Use place value concepts and properties of operations to add and subtract within 100.
   a. Adding a two-digit number and one-digit number and adding a two-digit number and a multiple of 10
   b. Mentally find 10 more or 10 less than a given number up to 90

Algebraic Concepts

4. Represent and solve problems involving addition and subtraction within 20.
   a. In word problems that involve adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions
   b. Solve word problems that add three whole numbers with sums up to 20
5. Work with addition and subtraction equations.
   a. Understand the equal sign and determine if the equations are true or false
   b. Determine the unknown whole number in addition or subtraction

Geometry

6. Compose and distinguish between two- and three-dimensional shapes based on their attributes.
7. Analyze and draw two- and three-dimensional shapes having specified attributes.
8. Use the understanding of fractions to partition shapes into halves and quarters
   a. Partition circles and rectangles into two and four equal parts

Measurement, Data and Probability

9. Order lengths and measure them both indirectly and by repeating length units.
   a. Order three objects by length
   b. Express the length as a whole number of length units, by laying multiple copies of a shorter unit end to end
10. Tell and write time to the nearest half hour using both analog and digital tools.
11. Represent and interpret data using tables and charts.
   a. Organize, represent and interpret data with up to three categories
   b. Ask and answer questions about the data points
   c. How many are in each category
   d. How many more or less are in each category
Science

1st grade

Nature of Science

1. Identify examples of technology.
2. Describe how technology can help people (home appliances, phones, computers, transportation).
3. Understand that making a change to an investigation may change the outcome(s) of the investigation.
4. Describe outcomes of an investigation.
5. Identify simple tools that can be used in an investigation (e.g., measuring cup, hand lens, ruler, balance scale, thermometer).
   a. Weather instruments used to collect, describe and record basic information; Chart and observe daily temperatures.
6. Describe a system as being made of multiple parts that work together.
   a. Body systems: skeletal, muscular, digestive, circulatory and nervous

Biological Sciences

7. Investigate dependence of living things on the sun, water, shelter and food.
8. Grow plants from seed and describe the changes; Identify plant or animal based on life cycle.
9. Describe changes that happen based on habitat; describe habitats.
10. Describe oceans and undersea life.
11. Identify special classifications of animals based on their diet (i.e., Herbivores, carnivores and omnivores).

Physical Sciences: Chemistry and Physics

12. Describe properties of liquids and solids; what happens when they are mixed.
13. How does heating, cooling and freezing change properties of materials (reversible v. irreversible changes).
14. Explore the idea that everything is made up of matter.
   a. Concept of atoms
   b. Solid, liquid gas
   c. Water in its different forms
15. Various types of motion (push and pull).
16. Compare and contrast how light travels through different materials.
17. Explore electricity, parts of a simple electrical circuits and conductive versus nonconductive materials.
18. Light from the sun is an important source of energy for living and nonliving things.
19. Describe Earth materials (rocks, soil, sand and pebbles).
20. Identify and describe fresh and salt-water for human use.
Earth and Space Sciences

21. Describe natural events that change the Earth’s surface and what is inside of the Earth.
22. Explain why shadows fall in different places at different times of the day.
23. Identify the planets, star constellations and Earth’s place in the solar system.

Famous Scientists

24. Rachel Carson
25. Thomas Edison
26. Edward Jenner
27. Louis Pasteur
Social Studies

1st grade

Civics

1. Explain the purpose of rules in the classroom and school community; identify the role of local government
   a. Importance of rules and laws
   b. Identify consequences for inappropriate behaviors/actions
   c. Describe students’ responsibilities in school, home and community
2. Define equality
   a. Avoiding conflict
   b. Working together and reaching a compromise as a classroom
3. Identify the value of firefighters, police, and emergency workers
   a. Identify the role and services of local government
   b. Give examples of taxation
4. Explain why we need elected officials to represent the people; when does voting ease conflict; Explain how information is given to the public.

Geography

5. Name our continent, country, state and community; identify all seven continents; locate Canada, United States, Mexico and Central America.
6. Describe places by physical features; Identify physical characteristics, local climate in community and region.
7. Basic physical processes that affect physical characteristics of places; Describe how lakes, streams and rivers impact people.

World History

8. Explore ancient civilizations: Mesopotamia, Ancient Egypt
9. Explore Judaism, Christianity and Islam.
10. Explore modern civilization, geography and culture of Mexico.

United States History

11. Explore early American civilizations: Maya, Aztecs and Inca.
12. Describe early exploration in America including Columbus, Conquistadors, English Settlers.
13. Explain the story of the birth of our nation through the American Revolution.
14. Holidays and ceremonies celebrated around the world; Identify national symbols, landmarks and their significance.
   a. Fourth of July
   b. Liberty Bell
   c. Current president
d. American flag

e. Bald eagle
Appendix A
Books and Stories Suggestions

Poetry

“Hope”, Hughes
“I Know All the Sounds the Animals Make”, Prelutsky
“My Shadow”, Stevenson
“The Owl and the Pussycat”, Lear
“The Pasture”, Frost
“Rope Rhyme”, Greenfield
“Sing a Song of People”, Lenski
“Solomon Grundy “(traditional)
“The Swing”, Stevenson)
“Table Manners” [also known as “The Goops”], Burgess
“Thanksgiving Day” [“Over the river and through the wood”], Child
“Washington”, Turner

Stories

The Boy at the Dike (folktale from Holland)
The Frog Prince
Hansel and Gretel
selections from The House at Pooh Corner (A. A.Milne)
How Anansi Got Stories from the Sky God (folktale from West Africa)
It Could Always Be Worse (Yiddish folktale)
Jack and the Beanstalk
The Knee-High Man (African-American folktale)
Medio Pollito (Hispanic folktale)
The Pied Piper of Hamelin
Pinocchio
The Princess and the Pea
Puss-in-Boots
Rapunzel
Rumpelstiltskin
Sleeping Beauty
The Tale of Peter Rabbit (Beatrix Potter)
Tales of Br’er Rabbit (recommended tales: Br’er Rabbit Gets Br’er Fox’s Dinner;
Br’er Rabbit Tricks Br’er Bear; Br’er Rabbit and the Tar Baby)
Why the Owl Has Big Eyes (Native American legend)
Aesop’s Fables

The Boy Who Cried Wolf
The Dog in the Manger
The Wolf in Sheep’s Clothing
The Maid and the Milk Pail
The Fox and the Grapes
The Goose and the Golden Eggs

Similar Stories from a Different Culture

Lon Po Po (China) and Little Red Riding Hood
Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England); Thumbelina (by the Danish writer Hans Christian Andersen); Little Finger of the Watermelon Patch (Vietnam)
Appendix B

Phrases and Sayings

a.m. and p.m.
An apple a day keeps the doctor away.
Do unto others as you would have them do unto you. [also in Kindergarten]
Fish out of water
Hit the nail on the head.
If at first you don’t succeed, try, try again.
Land of Nod
Let the cat out of the bag.
The more the merrier.
Never leave till tomorrow what you can do today.
Practice makes perfect. [also in Kindergarten]
Sour grapes
There’s no place like home.
Wolf in sheep’s clothing