



**FIRST GRADE**

***Reading Standards for the Archdiocese of Detroit***

**\*Provide 3 dates for each standard**

Initial	Date (s)	<b>LITERATURE</b>	
		<i>Key Ideas and Details</i>	
		<b>R.L. 1.1</b>	• Ask and answer questions about key details in a text
		<b>R.L. 1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson
		<b>R.L.1.3</b>	• Describe characters, settings, and major events in a story, using key details
		<b>R.L.1.4</b>	• Identify problem/solution, sequence of events, and sense of story (beginning, middle, end)
		<b>R.L.1.5</b>	• Activate prior knowledge.
		<b>R.L.1.6</b>	• Connect personal knowledge and experience to ideas in text.
		<b>R.L.1.7</b>	• Make text-to-self and text-to-text connections and comparisons.
		<i>Craft and Structure</i>	
		<b>R.L. 1.8</b>	• Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
		<b>R.L. 1.9</b>	• Explain major differences between books that tell stories and books that give information, drawing on a wide range of reading text types
		<b>R.L. 1.10</b>	• Identify who is telling the story at various points in a text
		<b>R.L.1.11</b>	• Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literacy merit
		<b>R.L.1.12</b>	• Identify and describe a variety of narrative genre including: realistic, fiction, fantasy, and folktale
		<b>R.L.1.13</b>	• Identify how authors/illustrators use illustrations to support story elements, and transitional words to indicate a sequence of events and sense of story
		<i>Integration of Knowledge and Ideas</i>	
		<b>R.L. 1.14</b>	• Use illustrations and details in a story to describe its characters, setting and events
		<b>R.L. 1.15</b>	• Compare and contrast the adventures and experiences of characters in stories
		<b>R.L.1.16</b>	• Respond to multiple texts by discussing, drawing, and/or writing to reflect, make connections, take a position, and share understanding
		<i>Range of Reading and Level of Text Complexity</i>	
		<b>R.L.</b>	• With prompting and support, read prose and poetry of appropriate complexity for grade 1.

		<b>1.17</b>	
		<b>INFORMATIONAL TEXT</b>	
		<i>Key Ideas and Details</i>	
		<b>R.I. 1.1</b>	• Ask and answer questions about key details in a text
		<b>R.I. 1.2</b>	• Identify the main topic and retell key details of a text
		<b>R.I. 1.3</b>	• Describe the connection between two individuals, events, ideas, or pieces of information in a text
		<b>R.I.1.4</b>	• Discuss informational text patterns: sequential, enumerative
		<b>R.I.1.5</b>	• Respond to multiple texts by discussing, drawing, and/or writing to reflect, make connections, take a position, and share understanding
		<b>R.I.1.6</b>	• Activate prior knowledge.
		<b>R.I.1.7</b>	• Connect personal knowledge and experience to ideas in text.
		<b>R.I.1.8</b>	• Make text-to-self and text-to-text connections and comparisons.
		<i>Craft and Structure</i>	
		<b>R.I. 1.9</b>	• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
		<b>R.I. 1.10</b>	• Know and use various text features to locate key facts or information in a text
		<b>R.I. 1.11</b>	• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
		<b>R.I.1.12</b>	• Identify and describe a variety of informational genre: simple how-to books, science and social studies magazines
		<i>Integration of Knowledge and Ideas</i>	
		<b>R.I. 1.13</b>	• Use the illustrations and details in a text to describe its key ideas
		<b>R.I. 1.14</b>	• Identify the reasons an author gives to support points in a text
		<b>R.I. 1.15</b>	• Identify basic similarities in and differences between two texts on the same topic
		<i>Range of Reading and Level of Text Complexity</i>	
		<b>R.I. 1.16</b>	• With prompting and support, read informational texts appropriately complex for grade 1.
		<b>R.I.1.17</b>	• Self-monitor comprehension when reading familiar grade level text.
		<b>R.I.1.18</b>	• Use simple fix-up strategies to increase comprehension.
		<b>FOUNDATIONAL SKILLS</b>	
		<i>Print Concepts</i>	
		<b>R.F. 1.1</b>	• Demonstrate understanding of the organization and basic features of print
		<b>R.F. 1.1a</b>	a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)

		<i>Phonological Awareness</i>
	<b>R.F. 1.2</b>	• Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
	<b>R.F. 1.2a</b>	a. Distinguish long from short vowel sounds in spoken single-syllable words
	<b>R.F. 1.2b</b>	b. Orally produce single-syllable words by blending sounds including consonant blends
	<b>R.F. 1.2c</b>	c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words
	<b>R.F. 1.2d</b>	d. Segment spoken single-syllable words into their complete sequence of individual sounds
		<i>Phonics and Word Recognition</i>
	<b>R.F. 1.3</b>	• Know and apply grade level phonics and word analysis skills in decoding words
	<b>R.F. 1.3a</b>	a. Know the spelling-sound correspondence for common consonant diagraphs
	<b>R.F. 1.3b</b>	b. Decode regularly spelled one-syllable words
	<b>R.F. 1.3c</b>	c. Know final –e and common vowel team conventions for representing long vowel sounds
	<b>R.F. 1.3d</b>	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a word
	<b>R.F. 1.3e</b>	e. Decode two-syllable words following basic patterns by breaking the words into syllables
	<b>R.F. 1.3f</b>	f. Read words with inflectional endings
	<b>R.F. 1.3g</b>	g. Recognize and read grade-appropriate irregular words
	<b>R.F.1.4</b>	• Use structural cues to recognize one-syllable words, blends, and consonant diagraphs
		a. Letter/sound
		b. Onset and rime
		c. Whole word chunks
		d. Word families
		e. Diagraphs th, ch, sh
		<i>Fluency</i>

		<b>R.F. 1.5</b>	<ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension</li> </ul>
		<b>R.F. 1.5a</b>	a. Read on-level text with purpose and understanding
		<b>R.F. 1.5b</b>	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
		<b>R.F. 1.5c</b>	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
		<b>R.F.1.6</b>	<ul style="list-style-type: none"> <li>Automatically recognize identified grade one high frequency words whether encountered in or out of context</li> </ul>
		<b>R.F.1.7</b>	<ul style="list-style-type: none"> <li>Use punctuation cues (periods and question marks)</li> </ul>
		<i>Reading Attitude</i>	
		<b>R.F.1.8</b>	<ul style="list-style-type: none"> <li>Become enthusiastic about reading and learning how to read</li> </ul>
		<b>R.F.1.9</b>	<ul style="list-style-type: none"> <li>Do substantial reading and writing on their own during free time, in school and at home.</li> </ul>
		<b>R.F.1.10</b>	<ul style="list-style-type: none"> <li>Engage in reading activities during free time, in school and at home.</li> </ul>
		<b>WRITING</b>	
		<i>Text Types and Purposes</i>	
		<b>W.1.1</b>	<ul style="list-style-type: none"> <li>Write opinion pieces that introduce the topic or book name, state an opinion, supply a reason for the opinion, and provide some sense of closure</li> </ul>
		<b>W.1.2</b>	<ul style="list-style-type: none"> <li>Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure</li> </ul>
		<b>W.1.3</b>	<ul style="list-style-type: none"> <li>Write narratives that 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</li> </ul>
		<b>W.1.4</b>	<ul style="list-style-type: none"> <li>Write poetry, based on the reading of a wide variety of grade level appropriate poetry</li> </ul>
		<b>W.1.5</b>	<ul style="list-style-type: none"> <li>Write an informational piece that addresses a focus question using descriptive, enumerative, and sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas</li> </ul>
		<b>W.1.6</b>	<ul style="list-style-type: none"> <li>Write a prayer using drawings, words, word-like clusters, and/or sentences as support</li> </ul>
		<i>Production and Distribution of Writing</i>	
		<b>W.1.7</b>	<ul style="list-style-type: none"> <li>With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</li> </ul>
		<b>W.1.8</b>	<ul style="list-style-type: none"> <li>With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers</li> </ul>
		<b>W.1.9</b>	<ul style="list-style-type: none"> <li>With support, consider the audience and purpose for the writing and begin to use specific strategies including graphic organizers when planning a narrative and informational text</li> </ul>
		<b>W.1.10</b>	<ul style="list-style-type: none"> <li>Reread work aloud and revise to clarify meaning for the intended audience.</li> </ul>
		<b>W.1.11</b>	<ul style="list-style-type: none"> <li>Write five or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close</li> </ul>

			approximation of the sequence of sounds in words
		<b>W.1.12</b>	<ul style="list-style-type: none"> <li>• Incorporate literacy language (once upon a time).</li> </ul>
		<b>W.1.13</b>	<ul style="list-style-type: none"> <li>• Build and demonstrate writing skills</li> </ul>
		<i>Research to Build and Present Knowledge</i>	
		<b>W 1.14</b>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>
		<b>W 1.8</b>	<ul style="list-style-type: none"> <li>• With guidance and support, recall information from experiences or gather information from provided sources to answer a question</li> </ul>
			<ul style="list-style-type: none"> <li>• Use a graphic organizer to sequence events in a story.</li> </ul>
		<b>Handwriting</b>	
		<b>W.1.9</b>	<ul style="list-style-type: none"> <li>• Write upper and lower case manuscript letters legibly.</li> </ul>
		<b>W.1.10</b>	<ul style="list-style-type: none"> <li>• Use correct spacing between words.</li> </ul>
		<b>SPEAKING AND LISTENING</b>	
		<i>Comprehension and Collaboration</i>	
		<b>S.L.1.1</b>	<ul style="list-style-type: none"> <li>• Participate in collaborative conversations with partners about topics and texts with peers and adults in small and larger groups</li> </ul>
		<b>S.L.1.1a</b>	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>S.L.1.1b</b>	b. Build on oral conversations by responding to the comments of others through multiple exchanges
		<b>S.L.1.1c</b>	c. Ask questions to clear up any confusion about the topics and texts under discussions
		<b>S.L.1.2</b>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media</li> </ul>
		<b>S.L.1.3</b>	<ul style="list-style-type: none"> <li>• Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</li> </ul>
		<i>Presentation of Knowledge and Ideas</i>	
		<b>S.L.1.4</b>	<ul style="list-style-type: none"> <li>• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</li> </ul>
		<b>S.L.1.5</b>	<ul style="list-style-type: none"> <li>• Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</li> </ul>
		<b>S.L.1.6</b>	<ul style="list-style-type: none"> <li>• Produce complete sentences when appropriate to task and situation</li> </ul>
		<b>S.L.1.7</b>	<ul style="list-style-type: none"> <li>• Explore and use language to communicate with a variety of audiences and for different purposes; requests, problem-solve, look for solutions, construct relationships, courtesies, prayer</li> </ul>
		<b>S.L.1.8</b>	<ul style="list-style-type: none"> <li>• In spoken informational and narrative presentations; speak clearly and audibly in complete, coherent sentences, use props (photographs and illustrations), maintain appropriate posture, eye contact and position</li> </ul>
		<b>S.L.1.10</b>	<ul style="list-style-type: none"> <li>• Plan and deliver presentations or reports: using an informational organizational pattern; with appropriate text features, pictures, and illustrations; an appropriate prop; and providing several facts and details to make their point while maintaining posture and eye contact</li> </ul>

		<b>Oral Prayer</b>
	<b>S.L.1.11</b>	• Engage in daily spoken prayers while maintaining appropriate posture and eye contact
		<b>LANGUAGE</b>
		<i>Conventions of Standard English</i>
	<b>L 1.1</b>	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
	<b>L 1.1a</b>	a. Print all upper and lowercase letters
	<b>L 1.1b</b>	b. Use common, proper and possessive nouns
	<b>L 1.1c</b>	c. Use singular and plural nouns with matching verbs in basic sentences
	<b>L 1.1d</b>	d. Use personal, possessive, and indefinite pronouns (I, me, my, they, them, their, anyone, anything)
	<b>L 1.1e</b>	e. Use verbs to convey a sense of past, present, and future (Yesterday I walked home. Today I walk home. Tomorrow I will walk home)
	<b>L 1.1f</b>	f. Use frequently occurring adjectives
	<b>L 1.1g</b>	g. Use frequently occurring conjunctions (and, but, so, because)
	<b>L 1.1h</b>	h. Use determiners (articles, demonstratives)
	<b>L 1.1i</b>	i. Use frequently occurring prepositions (during, beyond, toward)
	<b>L 1.1j</b>	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
	<b>L.1.2</b>	k. Use contractions (isn't, aren't, can't, won't)
	<b>L.1.3</b>	l. Use inflectional endings (-s, -es, -ing, -ed, -er, -est)
	<b>L 1.4</b>	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
	<b>L 1.4a</b>	a. Capitalize dates and names of people
	<b>L.1.4b</b>	b. Correctly space between words
	<b>L 1.4c</b>	c. Use end punctuation for sentences
	<b>L 1.4d</b>	d. Use commas in dates and to separate single words in a series
	<b>L 1.4e</b>	e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
	<b>L 1.4f</b>	f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
		<b>VOCABULARY ACQUISITIONS AND USE</b>
	<b>L 1.5</b>	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies
	<b>L 1.5a</b>	a. Use sentence-level context as a clue to the meaning of a word or a phrase
	<b>L 1.5b</b>	b. Use frequently occurring affixes as a clue to the meaning of a word
	<b>L 1.5c</b>	c. Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looking, looked)
	<b>L.1.5.d</b>	d. Use context clues, mental pictures, and questioning
	<b>L 1.6</b>	• With guidance and support, demonstrate understanding of word relationships and nuances in word meanings

		<b>L 1.6a</b>	a. Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent
		<b>L 1.6b</b>	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)
		<b>L 1.6c</b>	c. Identify real-life connections between words and their uses (e.g. note places at home that are cozy)
		<b>L 1.6</b>	d. 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 choose them or by acting out the meanings
		<b>L 1.7</b>	<ul style="list-style-type: none"><li>• 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)</li></ul>



## **FIRST GRADE**

### ***Reading Standards for the Archdiocese of Detroit***

#### **Literature**

##### *Key Ideas and Details*

<b>R.L. 1.1</b>	<ul style="list-style-type: none"><li>• Ask and answer questions about key details in a text</li></ul>
<b>R.L. 1.2</b>	<ul style="list-style-type: none"><li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson</li></ul>
<b>R.L.1.3</b>	<ul style="list-style-type: none"><li>• Describe characters, settings, and major events in a story, using key details</li></ul>
<b>R.L.1.4</b>	<ul style="list-style-type: none"><li>• Identify problem/solution, sequence of events, and sense of story (beginning, middle, end)</li></ul>
<b>R.L.1.5</b>	<ul style="list-style-type: none"><li>• Activate prior knowledge.</li></ul>
<b>R.L.1.6</b>	<ul style="list-style-type: none"><li>• Connect personal knowledge and experience to ideas in text.</li></ul>
<b>R.L.1.7</b>	<ul style="list-style-type: none"><li>• Make text-to-self and text-to-text connections and comparisons.</li></ul>

##### *Craft and Structure*

<b>R.L. 1.8</b>	<ul style="list-style-type: none"><li>• Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</li></ul>
<b>R.L. 1.9</b>	<ul style="list-style-type: none"><li>• Explain major differences between books that tell stories and books that give information, drawing on a wide range of reading text types</li></ul>
<b>R.L. 1.10</b>	<ul style="list-style-type: none"><li>• Identify who is telling the story at various points in a text</li></ul>
<b>R.L.1.11</b>	<ul style="list-style-type: none"><li>• Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literacy merit</li></ul>
<b>R.L.1.12</b>	<ul style="list-style-type: none"><li>• Identify and describe a variety of narrative genre including: realistic, fiction, fantasy, and folktale</li></ul>
<b>R.L.1.13</b>	<ul style="list-style-type: none"><li>• Identify how authors/illustrators use illustrations to support story elements, and transitional words to indicate a sequence of events and sense of story</li></ul>

##### *Integration of Knowledge and Ideas*

<b>R.L. 1.14</b>	<ul style="list-style-type: none"><li>• Use illustrations and details in a story to describe its characters, setting and events</li></ul>
<b>R.L. 1.15</b>	<ul style="list-style-type: none"><li>• Compare and contrast the adventures and experiences of characters in stories</li></ul>
<b>R.L.1.16</b>	<ul style="list-style-type: none"><li>• Respond to multiple texts by discussing, drawing, and/or writing to reflect, make connections, take a position, and share understanding</li></ul>

##### *Range of Reading and Level of Text Complexity*

<b>R.L. 1.17</b>	<ul style="list-style-type: none"><li>• With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li></ul>
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#### **Informational Text**

##### *Key Ideas and Details*

<b>R.I 1.1</b>	<ul style="list-style-type: none"><li>• Ask and answer questions about key details in a text</li></ul>
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<b>R.I. 1.2</b>	<ul style="list-style-type: none"> <li>Identify the main topic and retell key details of a text</li> </ul>
<b>R.I. 1.3</b>	<ul style="list-style-type: none"> <li>Describe the connection between two individuals, events, ideas, or pieces of information in a text</li> </ul>
<b>R.I.1.4</b>	<ul style="list-style-type: none"> <li>Discuss informational text patterns: sequential, enumerative</li> </ul>
<b>R.I.1.5</b>	<ul style="list-style-type: none"> <li>Respond to multiple texts by discussing, drawing, and/or writing to reflect, make connections, take a position, and share understanding</li> </ul>
<b>R.I.1.6</b>	<ul style="list-style-type: none"> <li>Activate prior knowledge.</li> </ul>
<b>R.I.1.7</b>	<ul style="list-style-type: none"> <li>Connect personal knowledge and experience to ideas in text.</li> </ul>
<b>R.I.1.8</b>	<ul style="list-style-type: none"> <li>Make text-to-self and text-to-text connections and comparisons.</li> </ul>
<i>Craft and Structure</i>	
<b>R.I. 1.9</b>	<ul style="list-style-type: none"> <li>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</li> </ul>
<b>R.I. 1.10</b>	<ul style="list-style-type: none"> <li>Know and use various text features to locate key facts or information in a text</li> </ul>
<b>R.I. 1.11</b>	<ul style="list-style-type: none"> <li>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</li> </ul>
<b>R.I.1.12</b>	<ul style="list-style-type: none"> <li>Identify and describe a variety of informational genre: simple how-to books, science and social studies magazines</li> </ul>
<i>Integration of Knowledge and Ideas</i>	
<b>R.I. 1.13</b>	<ul style="list-style-type: none"> <li>Use the illustrations and details in a text to describe its key ideas</li> </ul>
<b>R.I. 1.14</b>	<ul style="list-style-type: none"> <li>Identify the reasons an author gives to support points in a text</li> </ul>
<b>R.I. 1.15</b>	<ul style="list-style-type: none"> <li>Identify basic similarities in and differences between two texts on the same topic</li> </ul>
<i>Range of Reading and Level of Text Complexity</i>	
<b>R.I. 1.16</b>	<ul style="list-style-type: none"> <li>With prompting and support, read informational texts appropriately complex for grade 1.</li> </ul>
<b>R.I.1.17</b>	<ul style="list-style-type: none"> <li>Self-monitor comprehension when reading familiar grade level text.</li> </ul>
<b>R.I.1.18</b>	<ul style="list-style-type: none"> <li>Use simple fix-up strategies to increase comprehension.</li> </ul>
<b>Foundational Skills</b>	
<i>Print Concepts</i>	
<b>R.F. 1.1</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the organization and basic features of print</li> </ul>
<b>R.F. 1.1a</b>	<ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</li> </ul>
<i>Phonological Awareness</i>	
<b>R.F. 1.2</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</li> </ul>
<b>R.F. 1.2a</b>	<ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words</li> </ul>
<b>R.F. 1.2b</b>	<ul style="list-style-type: none"> <li>b. Orally produce single-syllable words by blending sounds including consonant blends</li> </ul>
<b>R.F. 1.2c</b>	<ul style="list-style-type: none"> <li>c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words</li> </ul>

<b>R.F. 1.2d</b>	d. Segment spoken single-syllable words into their complete sequence of individual sounds
<i>Phonics and Word Recognition</i>	
<b>R.F. 1.3</b>	<ul style="list-style-type: none"> <li>Know and apply grade level phonics and word analysis skills in decoding words</li> </ul>
<b>R.F. 1.3a</b>	a. Know the spelling-sound correspondence for common consonant diagraphs
<b>R.F. 1.3b</b>	b. Decode regularly spelled one-syllable words
<b>R.F. 1.3c</b>	c. Know final –e and common vowel team conventions for representing long vowel sounds
<b>R.F. 1.3d</b>	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a word
<b>R.F. 1.3e</b>	e. Decode two-syllable words following basic patterns by breaking the words into syllables
<b>R.F. 1.3f</b>	f. Read words with inflectional endings
<b>R.F. 1.3g</b>	g. Recognize and read grade-appropriate irregular words
<b>R.F.1.4</b>	<ul style="list-style-type: none"> <li>Use structural cues to recognize one-syllable words, blends, and consonant diagraphs</li> </ul>
	a. Letter/sound
	b. Onset and rime
	c. Whole word chunks
	d. Word families
	e. Diagraphs th, ch, sh
<i>Fluency</i>	
<b>R.F. 1.5</b>	<ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension</li> </ul>
<b>R.F. 1.5a</b>	a. Read on-level text with purpose and understanding
<b>R.F. 1.5b</b>	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
<b>R.F. 1.5c</b>	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
<b>R.F.1.6</b>	<ul style="list-style-type: none"> <li>Automatically recognize identified grade one high frequency words whether encountered in or out of context</li> </ul>
<b>R.F.1.7</b>	<ul style="list-style-type: none"> <li>Use punctuation cues (periods and question marks)</li> </ul>
<i>Reading Attitude</i>	
<b>R.F.1.8</b>	<ul style="list-style-type: none"> <li>Become enthusiastic about reading and learning how to read</li> </ul>
<b>R.F.1.9</b>	<ul style="list-style-type: none"> <li>Do substantial reading and writing on their own during free time, in school and at home.</li> </ul>
<b>R.F.1.10</b>	<ul style="list-style-type: none"> <li>Engage in reading activities during free time, in school and at home.</li> </ul>
<b>Writing</b>	
<b>Text Types and Purposes</b>	
<b>W.1.1</b>	<ul style="list-style-type: none"> <li>Write opinion pieces that introduce the topic or book name, state an opinion,</li> </ul>

	supply a reason for the opinion, and provide some sense of closure
<b>W.1.2</b>	<ul style="list-style-type: none"> <li>Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure</li> </ul>
W.1.3	<ul style="list-style-type: none"> <li>Write narratives that 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</li> </ul>
W.1.4	<ul style="list-style-type: none"> <li>Write poetry, based on the reading of a wide variety of grade level appropriate poetry</li> </ul>
W.1.5	<ul style="list-style-type: none"> <li>Write an informational piece that addresses a focus question using descriptive, enumerative, and sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas</li> </ul>
W.1.6	<ul style="list-style-type: none"> <li>Write a prayer using drawings, words, word-like clusters, and/or sentences as support</li> </ul>
<b>Production and Distribution of Writing</b>	
W.1.7	<ul style="list-style-type: none"> <li>With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</li> </ul>
W.1.8	<ul style="list-style-type: none"> <li>With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers</li> </ul>
W.1.9	<ul style="list-style-type: none"> <li>With support, consider the audience and purpose for the writing and begin to use specific strategies including graphic organizers when planning a narrative and informational text</li> </ul>
W.1.10	<ul style="list-style-type: none"> <li>Reread work aloud and revise to clarify meaning for the intended audience.</li> </ul>
W.1.11	<ul style="list-style-type: none"> <li>Write five or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in words</li> </ul>
W.1.12	<ul style="list-style-type: none"> <li>Incorporate literacy language (once upon a time).</li> </ul>
W.1.13	<ul style="list-style-type: none"> <li>Build and demonstrate writing skills</li> </ul>
<b>Research to Build and Present Knowledge</b>	
W 1.14	<ul style="list-style-type: none"> <li>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)</li> </ul>
W 1.8	<ul style="list-style-type: none"> <li>With guidance and support, recall information from experiences or gather information from provided sources to answer a question</li> </ul>
	<ul style="list-style-type: none"> <li>Use a graphic organizer to sequence events in a story.</li> </ul>
<b>Handwriting</b>	
W.1.9	<ul style="list-style-type: none"> <li>Write upper and lower case manuscript letters legibly.</li> </ul>
W.1.10	<ul style="list-style-type: none"> <li>Use correct spacing between words.</li> </ul>
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	

S.L.1.1	<ul style="list-style-type: none"> <li>Participate in collaborative conversations with partners about topics and texts with peers and adults in small and larger groups</li> </ul>
S.L.1.1a	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>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)</li> </ul> </li> </ul>
S.L.1.1b	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Build on oral conversations by responding to the comments of others through multiple exchanges</li> </ul> </li> </ul>
S.L.1.1c	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Ask questions to clear up any confusion about the topics and texts under discussions</li> </ul> </li> </ul>
S.L.1.2	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text read aloud or information presented orally or through other media</li> </ul>
S.L.1.3	<ul style="list-style-type: none"> <li>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</li> </ul>

### **Presentation of Knowledge and Ideas**

S.L.1.4	<ul style="list-style-type: none"> <li>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</li> </ul>
S.L.1.5	<ul style="list-style-type: none"> <li>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</li> </ul>
S.L.1.6	<ul style="list-style-type: none"> <li>Produce complete sentences when appropriate to task and situation</li> </ul>
S.L.1.7	<ul style="list-style-type: none"> <li>Explore and use language to communicate with a variety of audiences and for different purposes; requests, problem-solve, look for solutions, construct relationships, courtesies, prayer</li> </ul>
S.L.1.8	<ul style="list-style-type: none"> <li>In spoken informational and narrative presentations; speak clearly and audibly in complete, coherent sentences, use props (photographs and illustrations), maintain appropriate posture, eye contact and position</li> </ul>
S.L.1.10	<ul style="list-style-type: none"> <li>Plan and deliver presentations or reports: using an informational organizational pattern; with appropriate text features, pictures, and illustrations; an appropriate prop; and providing several facts and details to make their point while maintaining posture and eye contact</li> </ul>

### **Oral Prayer**

S.L.1.11	<ul style="list-style-type: none"> <li>Engage in daily spoken prayers while maintaining appropriate posture and eye contact</li> </ul>

### **Language**

#### **Conventions of Standard English**

L 1.1	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> </ul>
L 1.1a	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Print all upper and lowercase letters</li> </ul> </li> </ul>
L 1.1b	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Use common, proper and possessive nouns</li> </ul> </li> </ul>
L 1.1c	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Use singular and plural nouns with matching verbs in basic sentences</li> </ul> </li> </ul>

L 1.1d	d. Use personal, possessive, and indefinite pronouns (I, me, my, they, them, their, anyone, anything)
L 1.1e	e. Use verbs to convey a sense of past, present, and future (Yesterday I walked home. Today I walk home. Tomorrow I will walk home)
L 1.1f	f. Use frequently occurring adjectives
L 1.1g	g. Use frequently occurring conjunctions (and, but, so, because)
L 1.1h	h. Use determiners (articles, demonstratives)
L 1.1i	i. Use frequently occurring prepositions (during, beyond, toward)
L 1.1j	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
L.1.2	k. Use contractions (isn't, aren't, can't, won't)
L.1.3	l. Use inflectional endings (-s, -es, -ing, -ed, -er, -est)
L 1.4	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> </ul>
L 1.4a	a. Capitalize dates and names of people
L.1.4b	b. Correctly space between words
L 1.4c	c. Use end punctuation for sentences
L 1.4d	d. Use commas in dates and to separate single words in a series
L 1.4e	e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
L 1.4f	f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
<b>Vocabulary Acquisitions and Use</b>	
L 1.5	<ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies</li> </ul>
L 1.5a	a. Use sentence-level context as a clue to the meaning of a word or a phrase
L 1.5b	b. Use frequently occurring affixes as a clue to the meaning of a word
L 1.5c	c. Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looking, looked)
L.1.5.d	d. Use context clues, mental pictures, and questioning
L 1.6	<ul style="list-style-type: none"> <li>• With guidance and support, demonstrate understanding of word relationships and nuances in word meanings</li> </ul>
L 1.6a	a. Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent
L 1.6b	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)
L 1.6c	c. Identify real-life connections between words and their uses (e.g. note places at home that are cozy)
L 1.6	d. 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 choose them or by acting

	out the meanings
L 1.7	<ul style="list-style-type: none"> <li>• 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)</li> </ul>



# **FIRST GRADE**

## *Mathematic Standards for the Archdiocese of Detroit*

**\*Provide 3 dates for each standard**

<i>Initials</i>	<i>Dates</i>	<u><b>Operations and Algebraic Thinking</b></u>	
		<b><i>Represent and Solve Problems Involving Addition and Subtraction</i></b>	
		<b>1.OA.A.1</b>	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions
		<b>1.OA.A.2</b>	Solve word problems that call for addition of three numbers whose sum is less than or equal to 20.
		<b><i>Understand and Apply Properties of Operations and the Relationship Between Addition and Subtraction</i></b>	
		<b>1.OA.B.3</b>	Apply properties of operations as strategies to add and to subtract
		<b>1.OA.B.4</b>	Understand subtraction as an unknown-addend problem
		<b><i>Add and Subtract Within 20</i></b>	
		<b>1.OA.C.5</b>	Relate counting to addition and subtraction
		<b>1.OA.C.6</b>	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to 10, using the relationship between addition and subtraction, and creating equivalent but easier or known sums
		<b><i>Work with Addition and Subtraction Equations</i></b>	
		<b>1.OA.D.7</b>	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false
		<b>1.OA.D.8</b>	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers
		<u><b>Number and Operations in Base Ten</b></u>	
		<b><i>Extend the Counting Sequence</i></b>	
		<b>1.NBT.A.1</b>	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
		<b>1.NBT.A.2</b>	Count backwards by 1's starting at any number between 0 and 120.
		<b>1.NBT.A.3</b>	Count to 120 by 2's, 5's and 10's fluently
		<b><i>Understand Place Value</i></b>	
		<b>1.NBT.B.4</b>	Understand that the two digits of a two-digit number represent amounts of tens and ones
		<b>1.NBT.B.5a</b>	10 can be thought of as a bundle of ten ones-called a "ten"
		<b>1.NBT.B.5b</b>	The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones
		<b>1.NBT.B.5c</b>	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)
		<b>1.NBT.B.6</b>	Compare two two-digit numbers based on meanings of the tens and ones digit, recording the results of comparisons with the symbols < > and =

		<b><i>Use Place Value Understanding and Properties of Operations to Add and Subtract</i></b>	
		<b>1.NBT.C.7</b>	<b>Add within 120, including adding a two-digit and a one-digit number, and adding a two-digit 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</b>
		<b>1.NBT.C.8</b>	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count
		<b>1.NBT.C.9</b>	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90
		<b>1.NBT.C.10</b>	Understand that a number to the right of another number on the number line is bigger and that the number to the left is smaller
		<b><i>Measure Lengths Indirectly and by Iterating Length Units</i></b>	
		<b>1.MD.A.1</b>	Order three objects by length; compare the length of two objects indirectly by using a third object
		<b>1.MD.A.2</b>	Express the length/width of an object as a whole number of length/width units, by laying multiple copies of a shorter object 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
		<b><i>Tell and Write Time</i></b>	
		<b>1.MD.B.3</b>	Tell and write time in hours and half hours using analog and digital clocks
		<b>1.MD.B.4</b>	Tell and write time of day using am and pm
		<b>1.MD.B.5</b>	Introduce elapsed time in hours
		<b><i>Represent and Interpret Data</i></b>	
		<b>1.MD.C.6</b>	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
		<b>1.MD.C.7</b>	Collect and organize data to create and use a graph
		<b><i>Work With Money</i></b>	
		<b>1.MD.D.8</b>	<b>Tell the cent equivalent to the penny, nickel, dime, and quarter.</b>
		<b>1.MD.D.9</b>	Match one coin of one denomination to an equivalent set of coin of another denomination.
		<b>1.MD.D.10</b>	Understand that some money that we receive should be saved, and some should be given to those in need.
		<b><i>Geometry</i></b>	
		<b><i>Reason with Shapes and their Attributes</i></b>	
		<b>1.G.A.1</b>	Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes
		<b>1.G.A.2</b>	Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape
		<b>1.G.A.3</b>	Partition circles and rectangles into two and four equal shares, describing 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.
		<b>1.G.A.4</b>	Describe relative positions of objects on a plane and in space, using words such as above, below, behind, in front of
		<b>1.G.A.5</b>	Recognize symmetry as equal halves of the same object







## **FIRST GRADE**

### ***Mathematic Standards for the Archdiocese of Detroit***

#### **Operations and Algebraic Thinking**

##### ***Represent and Solve Problems Involving Addition and Subtraction***

<b>1.OA.A.1</b>	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions
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<b>1.OA.A.2</b>	Solve word problems that call for addition of three numbers whose sum is less than or equal to 20.
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##### ***Understand and Apply Properties of Operations and the Relationship Between Addition and Subtraction***

<b>1.OA.B.3</b>	Apply properties of operations as strategies to add and to subtract
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<b>1.OA.B.4</b>	Understand subtraction as an unknown-addend problem
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##### ***Add and Subtract Within 20***

<b>1.OA.C.5</b>	Relate counting to addition and subtraction
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<b>1.OA.C.6</b>	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to 10, using the relationship between addition and subtraction, and creating equivalent but easier or known sums
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##### ***Work with Addition and Subtraction Equations***

<b>1.OA.D.7</b>	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false
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<b>1.OA.D.8</b>	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers
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## **Number and Operations in Base Ten**

### ***Extend the Counting Sequence***

<b>1.NBT.A.1</b>	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
<b>1.NBT.A.2</b>	Count backwards by 1's starting at any number between 0 and 120.
<b>1.NBT.A.3</b>	Count to 120 by 2's, 5's and 10's fluently

### ***Understand Place Value***

<b>1.NBT.B.4</b>	Understand that the two digits of a two-digit number represent amounts of tens and ones
<b>1.NBT.B.5a</b>	10 can be thought of as a bundle of ten ones-called a "ten"
<b>1.NBT.B.5b</b>	The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones
<b>1.NBT.B.5c</b>	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)
<b>1.NBT.B.6</b>	Compare two two-digit numbers based on meanings of the tens and ones digit, recording the results of comparisons with the symbols $<$ $>$ and $=$

### ***Use Place Value Understanding and Properties of Operations to Add and Subtract***

<b>1.NBT.C.7</b>	<b>Add within 120, including adding a two-digit and a one-digit number, and adding a two-digit 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</b>
<b>1.NBT.C.8</b>	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count
<b>1.NBT.C.9</b>	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90

<b>1.NBT.C.10</b>	Understand that a number to the right of another number on the number line is bigger and that the number to the left is smaller
<b><u>Measurement and Data</u></b>	
<b><i>Measure Lengths Indirectly and by Iterating Length Units</i></b>	
<b>1.MD.A.1</b>	Order three objects by length; compare the length of two objects indirectly by using a third object
<b>1.MD.A.2</b>	Express the length/width of an object as a whole number of length/width units, by laying multiple copies of a shorter object 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
<b><i>Tell and Write Time</i></b>	
<b>1.MD.B.3</b>	Tell and write time in hours and half hours using analog and digital clocks
<b>1.MD.B.4</b>	Tell and write time of day using am and pm
<b>1.MD.B.5</b>	Introduce elapsed time in hours
<b><i>Represent and Interpret Data</i></b>	
<b>1.MD.C.6</b>	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
<b>1.MD.C.7</b>	Collect and organize data to create and use a graph
<b><i>Work With Money</i></b>	
<b>1.MD.D.8</b>	<b>Tell the cent equivalent to the penny, nickel, dime, and quarter.</b>
<b>1.MD.D.9</b>	Match one coin of one denomination to an equivalent set of coin of another denomination.
<b>1.MD.D.10</b>	Understand that some money that we receive should be saved, and some should be given to those in need.

**Geometry**

***Reason with Shapes and their Attributes***

<b>1.G.A.1</b>	Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes
<b>1.G.A.2</b>	Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape
<b>1.G.A.3</b>	Partition circles and rectangles into two and four equal shares, describing 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.
<b>1.G.A.4</b>	Describe relative positions of objects on a plane and in space, using words such as above, below, behind, in front of
<b>1.G.A.5</b>	Recognize symmetry as equal halves of the same object



## **First Grade**

### *Social Studies Standards for the Archdiocese of Detroit*

#### **History**

<b>H1</b>	<b>Living and Working Together in Families and Schools</b>
	<i>Use historical thinking to understand the past.</i>
1 – H1.0.1	Demonstrate chronological thinking by distinguishing between past, present, and future using family, church, or school events.
1 – H1.0.2	Use a calendar to distinguish between days, weeks, and months.
1 – H1.0.3	Investigate a family history for at least two generations, identifying various family members and their connections in order to tell a historical narrative about family life.
1 – H1.0.4	Retell in sequence important ideas and details from stories about families, church or schools.
1 – H2.0.5	Use historical records and artifacts (e.g., photos, Bible, diaries, oral histories, and videos) to draw possible conclusions about family, church, or school life from the past.
1 – H1.0.6	Compare life today with life in the past by discussing family, church, school, jobs, or communication.
1 – H1.0.7	Identify the events or people celebrated during national and Catholic holidays, and why each are celebrated (e.g., Christmas, Easter, Lenten Season, the Season of Advent, Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).
1 – H1.0.8	Identify people and inventions in history and describe their impact on society.
1 – H1.0.9	Compare and contrast housing of past, present and future.
1 – H1.0.10	Recognize modes of transportation past, present and future and describe their impact on moving people and goods.

#### **Geography**

<b>G1</b>	<b>The World in Spatial Terms</b>
	<i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>
1 – G1.0.1	Construct simple maps to demonstrate aerial perspective (e.g., classroom, home, church).
1 – G1.0.2	Give examples of places that have absolute locations (e.g., home address, school address).
1 – G1.0.3	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
1 – G1.0.4	Distinguish between landmasses and bodies of water using maps and globes.
1 – G1.0.5	Recognize the seven Continents and four Oceans.
1 – G1.0.6	Locate North America, United States, Michigan, and a city, on a map.
<b>G2</b>	<b>Places and Regions</b>
	<i>Understand how regions are created from common physical and human characteristics.</i>
1 – G2.0.1	Distinguish between God's creations, (e.g., clouds, trees, weather) and human creations (e.g., buildings, playgrounds, sidewalks) by identifying their characteristics.
1 – G2.0.2	Introduce a region as an area or community. (e.g., playground, reading corner, library, restroom, church, school).
<b>G3</b>	<b>Human Systems</b>

	<i>Understand how human activities help shape the Earth's surface.</i>
1 – G3.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
1 – G3.0.2	Identify ways we, as God's stewards of the earth, can protect His creation.
<b>G4</b>	<b>Environment and Society</b>
	<i>Understand the effects of human-environment interactions.</i>
1 – G4.0.1	Describe ways in which people modify the environment (e.g., cutting down trees, building roads).
1 – G4.0.2	Describe ways in which people adapt to the environment (e.g. clothing, types of shelter).
1 – G4.0.3	Describe why and how people protect God's creation of the environment.
<b><u>Civics and Government</u></b>	
<b>C1</b>	<b>Purposes of Government</b>
	<i>Explain why people create governments.</i>
1 – C1.0.1	Identify reasons for establishing rules in school (e.g., provide order, predictability, and safety).
1 – C1.0.2	Give examples of different types of authority in school (e.g., principal, teacher or bus driver, and their power to enforce school rules).
1 – C1.0.3	Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).
<b>C2</b>	<b>Values and Principles of American Democracy</b>
	<i>Understand values and principles of American constitutional democracy.</i>
1 – C2.0.1	Explain how decisions can be made or how conflicts are resolved in fair and just ways (e.g., majority rules).
1 – C2.0.2	Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, President, White House, Bald Eagle).
1 – C2.0.3	Recite the Pledge of Allegiance and explain its purpose.
<b>C3</b>	<b>Roles of the Citizen in American Democracy</b>
	<i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i>
1 – C3.0.1	Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
1 – C5.0.2	Identify situations in which people act as good citizens in the community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).
<b><u>Economics</u></b>	
<b>E1</b>	<b>Market Economy</b>
	<i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i>
1 – E1.0.1	Distinguish between producers and consumers of goods and services.
1 – E1.0.2	Describe ways in which families consume goods and services.
1 – E1.0.3	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).

1 – E1.0.4	Describe and model reasons why people voluntarily trade.
1 – E1.0.5	Describe ways in which people earn money (e.g., providing goods and services to others, employment, etc.).
1 – E1.0.6	Identify the role of money in trade.
<b><u>Public Discourse, Decision Making, and Citizen Involvement</u></b>	
<b>P1</b>	<b>Identifying and Analyzing Public Issues</b>
	<i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>
1 – P.0.1	Identify public issues in the school community.
1 – P1.0.2	Use graphic data to analyze information about a public issue in the school community.
1 – P1.0.3	Identify alternative resolutions to a public issue in the school community.
<b>P1.1</b>	<b>Persuasive Communication About a Public Issue</b>
	<i>Communicate a reasoned position on a public issue.</i>
1 – P1.1.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument.
<b>P1.2</b>	<b>Citizen Involvement</b>
	<i>Act constructively to further the public good.</i>
1 – P1.2.1	Develop and implement an action plan to address or inform others about a public issue.
1 – P1.2.2	Participate in service projects that will help and inform others about a public issue.
1 – P1.2.3	Identify different types of communities person can be involved.
1 – P1.2.4	Identify and model the use of good manners.
1 – P1.2.5	Utilize Catholic values in conflict resolution and problem solving.