



VOLUNTOWN PUBLIC SCHOOLS

ELEMENTARY STANDARDS-BASED REPORT CARD PARENT GUIDELINES

FOR

FIRST GRADE

**ENGLISH LANGUAGE ARTS**

*	Trimester 1 Indicators (November)	Trimester 2 Indicators (March)	Trimester 3 Indicators (June)
	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b><u>Text Types and Purposes:</u></b></p> <ul style="list-style-type: none"> <li>• <b>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.</b> Skill not assessed at this time.</li>   <li>• <b>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b> Skill not assessed at this time.</li>   <li>• <b>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.</b> Recounts one or more appropriately sequenced events. Includes some details regarding what happened. With guidance and support uses</li> </ul>	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b><u>Text Types and Purposes:</u></b></p> <ul style="list-style-type: none"> <li>• <b>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.</b> Skill not assessed at this time</li>   <li>• <b>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b> Names a topic.Supplies some facts about the topic. Provides some sense of closure. With guidance and support, adds details to strengthen writing as needed. Writes 5-7 complete sentences on topic.</li>   <li>• <b>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.</b> Recounts two or more appropriately sequenced events. Includes some details regarding what happened. Uses temporal words to signal event</li> </ul>	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b><u>Text Types and Purposes:</u></b></p> <ul style="list-style-type: none"> <li>• <b>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.</b> Introduces the topic or name the book he/she is writing about. States an opinion and supplies a reason for the opinion. Provides a sense of closure. With guidance and support, adds details to strengthen writing as needed. Writes 7-10 complete sentences on topic.</li>   <li>• <b>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b> Names a topic.Supplies some facts about the topic. Provides some sense of closure. Adds details to strengthen writing as needed. Writes 10 complete sentences on topic.</li>   <li>• <b>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.</b> Recounts two or more appropriately sequenced events. Includes some details regarding what happened. Uses temporal words to signal event</li> </ul>

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<p>temporal words to signal event order. With guidance and support provides some sense of closure. With guidance and support, adds details to strengthen writing as needed. Writes 3 complete sentences on topic.</p> <p style="text-align: center;"><b><u>LANGUAGE</u></b></p> <p><b><u>Conventions of Standard English:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> Demonstrates command of conventions of grammar usage taught this trimester.</li> <li>• <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> Capitalizes the first word in a sentence. Capitalizes dates and names. Uses end punctuation. Applies conventional spelling for words with common spelling patterns. Spells high-frequency words and untaught words phonetically.</li> </ul>	<p>order. Provides some sense of closure. With guidance and support, adds details to strengthen writing as needed. Writes 5-7 complete sentences on topic.</p> <p style="text-align: center;"><b><u>LANGUAGE</u></b></p> <p><b><u>Conventions of Standard English:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> Demonstrates command of conventions of grammar usage taught this trimester.</li> <li>• <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> Capitalizes the first word in a sentence. Capitalizes dates and names. Uses end punctuation. Uses commas to separate single words in a series and dates. Applies conventional spelling for words with common spelling patterns. Spells high-frequency words and untaught words phonetically.</li> </ul>	<p>order. Provides some sense of closure. Adds details to strengthen writing as needed. Writes 10 complete sentences on topic</p> <p style="text-align: center;"><b><u>LANGUAGE</u></b></p> <p><b><u>Conventions of Standard English:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> Demonstrates command of conventions of grammar usage taught this trimester.</li> <li>• <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> Capitalizes the first word in a sentence. Capitalizes dates and names. Uses end punctuation. Uses commas to separate single words in a series and dates. Applies conventional spelling for words with common spelling patterns. Spells high-frequency words and untaught words phonetically.</li> </ul>
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<b>READING</b>			
*	<b>Trimester 1 Indicators (November)</b>	<b>Trimester 2 Indicators (March)</b>	<b>Trimester 3 Indicators (June)</b>
	<b><u>FOUNDATIONAL SKILLS</u></b>	<b><u>FOUNDATIONAL SKILLS</u></b>	<b><u>FOUNDATIONAL SKILLS</u></b>
	<p><b><u>Phonological Awareness:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate understanding of spoken words, syllables, and sounds.</b> Distinguishes short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds. Isolates and pronounces initial, medial vowel and final sounds in spoken single-syllable words. Segments spoken single-syllable words into individual sounds.</li> </ul> <p><b><u>Phonics and Word Recognition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> Knows and applies grade-level phonics and word analysis skills taught this trimester. Know common consonant digraphs. Decodes regularly spelled one syllable words. Uses knowledge that every syllable must have a vowel sound to determine the number of syllables.</li> <li>• <b>Recognize and read grade-appropriate irregularly spelled words(sight words).</b> Master 90% of the Trimester 1 Sight Word List. Recognizes and reads grade appropriate high frequency words by sight.</li> </ul> <p><b><u>Fluency:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Read with sufficient accuracy and fluency to</b></li> </ul>	<p><b><u>Phonological Awareness:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate understanding of spoken words, syllables, and sounds.</b> Distinguishes consonant blends and glued sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds. Isolates and pronounces consonant blends and glued sounds in spoken single-syllable words.</li> </ul> <p><b><u>Phonics and Word Recognition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> Knows and applies grade-level phonics and word analysis skills taught the first and second trimester. Know common glued sounds. Decodes regularly spelled one syllable words. Uses knowledge that every syllable must have a vowel sound to determine the number of syllables.</li> <li>• <b>Recognize and read grade-appropriate irregularly spelled words(sight words).</b> Master 90% of the Trimester 2 Sight Word List. Recognizes and reads grade appropriate high frequency words by sight.</li> </ul> <p><b><u>Fluency:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Read with sufficient accuracy and fluency to</b></li> </ul>	<p><b><u>Phonological Awareness:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate understanding of spoken words, syllables, and sounds.</b> Distinguishes long vowel sounds in spoken single-syllable words. Orally produce single-syllable and final-e words by blending sounds. Distinguishes long from short vowel sounds in spoken single-syllable words.</li> </ul> <p><b><u>Phonics and Word Recognition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> Knows and applies grade-level phonics and word analysis skills taught this year. Reads words with inflectional endings. Knows final -e and common vowel teams for long sounds. Decodes two-syllable words by breaking the words into syllables.</li> <li>• <b>Recognize and read grade-appropriate irregularly spelled words(sight words).</b> Master 90% of the Grade 1 Sight Word List. Recognizes and reads grade appropriate high frequency words by sight.</li> </ul> <p><b><u>Fluency:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Read with sufficient accuracy and fluency to</b></li> </ul>

<p><b>support comprehension.</b> Reads texts at a reading level that is equivalent to a <b>DRA2 Level 4</b>. Reads with purpose and understanding. Reads on-level text orally with accuracy, appropriate rate and expression. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary. Cross checks by asking, “Does this look right? Does this sound right? Does this make sense?”</p> <p style="text-align: center;"><b><u>LITERATURE</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about key details in a text.</b> With prompting and support, answer questions about the key details in literature.</li> <li>• <b>Retells stories, including key details and demonstrate understanding of their central message or lesson.</b> Retells what happened in sequence. Uses transition words and character names and setting. With guided practice, names a message/lesson in a read aloud text.</li> <li>• <b>Describe major characters, setting and major events, using key details.</b> Describes main characters, setting, and events of a story using details after a class discussion.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Identify words or phrases in a text that suggest feelings or appeal to the senses.</b> Skill not assessed at this time.</li> </ul>	<p><b>support comprehension.</b> Reads texts at a reading level that is equivalent to a <b>DRA2 Level 12</b>. Reads with purpose and understanding. Reads on-level text orally with accuracy, appropriate rate and expression. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary. Cross checks by asking, “Does this look right? Does this sound right? Does this make sense?”</p> <p style="text-align: center;"><b><u>LITERATURE</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about key details in a text.</b> With prompting and support, ask and answer questions about key details in literature.</li> <li>• <b>Retells stories, including key details and demonstrate understanding of their central message or lesson.</b> Retells the important actions/events that happened in sequence and includes problem and solution. With prompting and support, understands a central message/lesson in a shared text.</li> <li>• <b>Describe major characters, setting and major events, using key details.</b> Independently describes main characters, setting, and events of a story using details.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Identify words or phrases in a text that suggest feelings or appeal to the senses.</b> With guided practice, identify words in a text that</li> </ul>	<p><b>support comprehension.</b> Reads texts at a reading level that is equivalent to a <b>DRA2 Level 18</b>. Reads with purpose and understanding. Reads on-level text orally with accuracy, appropriate rate and expression. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary. Cross checks by asking, “Does this look right? Does this sound right? Does this make sense?”</p> <p style="text-align: center;"><b><u>LITERATURE</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about key details in a text.</b> Independently ask and answer questions about key details in literature.</li> <li>• <b>Retells stories, including key details and demonstrate understanding of their central message or lesson.</b> Uses retelling to support a main idea. Understands a central message/ lesson in a shared text using text evidence.</li> <li>• <b>Describe major characters, setting and major events, using key details.</b> Independently describes and defines main characters, setting, and events of a story using more detail from the text.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Identify words or phrases in a text that suggest feelings or appeal to the senses.</b> With prompting and support, identify words in a</li> </ul>
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<p> <ul style="list-style-type: none"> <li>• <b>Explains the differences between books that tell stories and books that give information.</b> With prompting and support, identify if a text is fiction or nonfiction.</li> <li>• <b>Identify who is telling the story at various points in the text.</b> Skill not assessed at this time.</li> </ul> <p><b><u>Integration of Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use illustrations and details in a story to describe its characters, setting, or events.</b> With guided practice, use illustrations to identify the character and setting.</li> <li>• <b>Compare and contrast the adventures and experiences of characters in a story.</b> Skill not assessed at this time.</li> </ul> <p style="text-align: center;"><b><u>INFORMATIONAL TEXT</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about key details in a text.</b> With prompting and support, answer questions about the texts.</li> </ul> </p>	<p>           suggest character feelings or describe something with specific details that appeal to the senses.         </p> <p> <ul style="list-style-type: none"> <li>• <b>Explains the differences between books that tell stories and books that give information.</b> Identify if a text if fiction or nonfiction.</li> <li>• <b>Identify who is telling the story at various points in the text.</b> Skill not assessed at this time.</li> </ul> <p><b><u>Integration of Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use illustrations and details in a story to describe its characters, setting, or events.</b> With prompting and support use illustrations and details to identify characters, settings or events.</li> <li>• <b>Compare and contrast the adventures and experiences of characters in a story.</b> With prompting and support, compares and contrasts characters and their adventures.</li> </ul> <p style="text-align: center;"><b><u>INFORMATIONAL TEXT</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about key details in a text.</b> With prompting and support, answer questions about the texts.</li> </ul> </p>	<p>           text that suggest character feelings or describe something with specific details that appeal to the senses.         </p> <p> <ul style="list-style-type: none"> <li>• <b>Explains the differences between books that tell stories and books that give information.</b> Identify if a text is fiction or nonfiction and define the elements of each.</li> <li>• <b>Identify who is telling the story at various points in the text.</b> With guidance and support identify who is telling the story in different texts and at various points in the text.</li> </ul> <p><b><u>Integration of Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use illustrations and details in a story to describe its characters, setting, or events.</b> Independently use illustrations and details in the text to identify characters, settings or events.</li> <li>• <b>Compare and contrast the adventures and experiences of characters in a story.</b> Compares and contrast characters and their adventures.</li> </ul> <p style="text-align: center;"><b><u>INFORMATIONAL TEXT</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ask and answer questions about key details in a text.</b> With prompting and support, answer questions about the texts, including making deeper connections within a text.</li> </ul> </p>
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<p>• <b>Identify the main topic and retell key details of a text.</b> Identify the main topic of a text. With guided practice, identify supporting key details of a text.</p> <p>• <b>Describe the connections between individuals, events, ideas or information in a text.</b> With guided practice, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b><u>Craft and Structure:</u></b></p> <p>• <b>Ask and answer questions to determine the meaning of words and phrases.</b> Skill not assessed at this time.</p> <p>• <b>Know and use text features to locate key facts or information in a text.</b> Recognizes headings, table of contents, and glossaries as a tool to locate key facts or information in a text</p> <p>• <b>Distinguish between the use of pictures and information in a text.</b> Skill not assessed at this time.</p> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <p>• <b>Use illustrations and details to describe key ideas.</b> Skill not assessed at this time.</p>	<p>• <b>Identify the main topic and retell key details of a text.</b> Identify the main topic of a text. With prompting and support, retell key details of a text. With prompting and support, identify the supporting points in a text.</p> <p>• <b>Describe the connections between individuals, events, ideas or information in a text.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b><u>Craft and Structure:</u></b></p> <p>• <b>Ask and answer questions to determine the meaning of words and phrases.</b> Skill not assessed at this time.</p> <p>• <b>Know and use text features to locate key facts or information in a text.</b> Demonstrates an understanding of the use of headings, table of contents, glossaries to locate key facts or information in a text</p> <p>• <b>Distinguish between the use of pictures and information in a text.</b> Skill not assessed at this time.</p> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <p>• <b>Use illustrations and details to describe key ideas.</b> Uses illustrations and pictures in text to distinguish the key ideas.</p>	<p>• <b>Identify the main topic and retell key details of a text.</b> Independently identify the main topic and retell key details of a text. Identify the supporting points in a text.</p> <p>• <b>Describe the connections between individuals, events, ideas or information in a text.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b><u>Craft and Structure:</u></b></p> <p>• <b>Ask and answer questions to determine the meaning of words and phrases.</b> Use clues from the text and prior knowledge to determine the meaning of a word.</p> <p>• <b>Know and use text features to locate key facts or information in a text.</b> Uses headings, table of contents, glossaries to locate key facts or information in a text</p> <p>• <b>Distinguish between the use of pictures and information in a text.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <p>• <b>Use illustrations and details to describe key ideas.</b> Uses illustrations and pictures in text to distinguish the key ideas.</p>
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<ul style="list-style-type: none"><li>• <b>Identify the reasons authors give to support points in a text.</b> Skill not assessed at this time.</li><li>• <b>Identify basic similarities in and differences between two texts on the same topic.</b> Skill not assessed at this time.</li></ul>	<ul style="list-style-type: none"><li>• <b>Identify the reasons authors give to support points in a text.</b> With prompting and support, identifies the author's purpose for writing.</li><li>• <b>Identify basic similarities in and differences between two texts on the same topic.</b> With prompting and support, recognizes similarities and differences between two texts on the same topic.</li></ul>	<ul style="list-style-type: none"><li>• <b>Identify the reasons authors give to support points in a text.</b> Accurately identifies the author's purpose for writing.</li><li>• <b>Identify basic similarities in and differences between two texts on the same topic.</b> Identifies similarities and differences between two texts on the same topic.</li></ul>
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MATHEMATICS			
*	Trimester 1 Indicators (November)	Trimester 2 Indicators (March)	Trimester 3 Indicators (June)
	<p><b>Expected Performances:</b></p> <p><b><u>Operation and Algebraic Thinking:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use addition and subtraction within 20 to solve word problems.</b> Uses addition and subtraction strategies within 10 to solve word problems using objects, drawings and/or equations.</li> <li>• <b>Understand and apply properties of operations and the relationship between addition and subtraction.</b> Model and solve related facts using manipulatives.</li> <li>• <b>Add and subtract within 20, demonstrating fluency within 10.</b> Adds and subtracts within 10 using manipulatives (15-20 facts untimed accurately).</li> <li>• <b>Work with addition and subtraction equations.</b> Determine if equations involving addition and subtraction are true or false using manipulatives to support thinking.</li> </ul> <p><b><u>Number and Operations in Base Ten:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reads, write, and count numbers to 120.</b></li> </ul>	<p><b>Expected Performances:</b></p> <p><b><u>Operation and Algebraic Thinking:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use addition and subtraction within 20 to solve word problems.</b> Uses addition and subtraction strategies within 20 to solve word problems using objects, drawings and/or equations.</li> <li>• <b>Understand and apply properties of operations and the relationship between addition and subtraction.</b> Use related facts to solve equations.</li> <li>• <b>Add and subtract within 20, demonstrating fluency within 10.</b> Adds and subtracts within 10 (15-20 facts in 90 seconds).</li> <li>• <b>Work with addition and subtraction equations.</b> Determine if equations involving addition and subtraction are true or false.</li> </ul> <p><b><u>Number and Operations in Base Ten:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reads, write, and count numbers to 120.</b></li> </ul>	<p><b>Expected Performances:</b></p> <p><b><u>Operation and Algebraic Thinking:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use addition and subtraction within 20 to solve word problems.</b> Accurately uses addition and subtraction strategies within 20 (2 or 3 addends) to solve word problems using objects, drawings and/or equations.</li> <li>• <b>Understand and apply properties of operations and the relationship between addition and subtraction.</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></li> <li>• <b>Add and subtract within 20, demonstrating fluency within 10.</b> Adds and subtracts within 10 (15-20 facts in 1 minute).</li> <li>• <b>Work with addition and subtraction equations.</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>.</i></li> </ul> <p><b><u>Number and Operations in Base Ten:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reads, write, and count numbers to 120.</b></li> </ul>

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<p>Reads, writes, and count numbers to 50.</p> <ul style="list-style-type: none"> <li>• <b>Understand place value.</b> Skill not assessed at this time.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Use place value understanding to add and subtract within 100.</b> Skill not assessed at this time.</li> </ul> <p><b><u>Measurement and Data:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Order and compare objects by length.</b> Skill not assessed at this time.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Tell and write time in hours and half hours.</b> Skill not assessed at this time.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Organize, represent and interpret data.</b> Skill not assessed at this time.</li> </ul>	<p>Reads, writes, and count numbers to 100.</p> <ul style="list-style-type: none"> <li>• <b>Understand place value.</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are made of a ten and some ones. c. The numbers 10-90, refer to an amount of tens (and 0 ones).</li> </ul> <ul style="list-style-type: none"> <li>• <b>Uses place value understanding to add and subtract within 100.</b> Skill not assessed at this time.</li> </ul> <p><b><u>Measurement and Data:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Order and compare objects by length.</b> Skill not assessed at this time.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Tell and write time in hours and half hours.</b> Skill not assessed at this time.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Organize, represent and interpret data.</b> Skill not assessed at this time.</li> </ul>	<p>Reads, writes, and count numbers to 120.</p> <ul style="list-style-type: none"> <li>• <b>Understand place value.</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Uses place value understanding to add and subtract within 100.</b> Accurately uses place value to add and subtract within 100 without regrouping. Add or subtract multiples of 10 using drawings. Mentally identifies what is 10 more or 10 less than a given number.</li> </ul> <p><b><u>Measurement and Data:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Order and compare objects by length.</b> Accurately measures objects using nonstandard units and orders the lengths of three objects.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Tell and write time in hours and half hours.</b> Read a digital and analog clock in hours and half hours. Draw hands on a clock to show hours and half hours.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Organize, represent and interpret data.</b> Accurately collects and organizes data to make a picture graph, bar graph or tally chart. Accurately interprets data presented on a picture graph, bar graph, and tally chart.</li> </ul>
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<p><b><u>Geometry:</u></b></p> <ul style="list-style-type: none"><li>• <b>Reason with shapes and their attributes.</b> Skill not assessed at this time.</li></ul>	<p><b><u>Geometry:</u></b></p> <ul style="list-style-type: none"><li>• <b>Reason with shapes and their attributes.</b> Skill not assessed at this time.</li></ul>	<p><b><u>Geometry:</u></b></p> <ul style="list-style-type: none"><li>• <b>Reason with shapes and their attributes.</b> Accurately compares, composes, and distinguishes two and three-dimensional shapes by their attributes. Accurately partition circles and rectangles into two and four equal shares and describe the shares using the words halves, fourths, and quarters. Use the phrases half of, fourth of, and quarter of.</li></ul>
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