

Essential Elements for 1st grade 1st quarter

Language Arts

EE.RL.1.1	Identify details in familiar stories
EE.RL.1.2	With guidance and support, recount major events in familiar stories.
EE.RL.1.3	Identify characters and settings in a familiar story
EE.RL.1.4	With guidance and support, identify sensory or feeling words in a familiar story.
EE.RL.1.5	With guidance and support, identify a text as telling a story.
EE.RL.1.6	With guidance and support, identify a speaker within a familiar story.
EE.RL.1.7	Identify illustrations or objects/tactual information that go with a familiar story.
EE.RL.1.9	With guidance and support identify adventures or experiences of characters in a story as same or different.
EE.RL.1.10	With guidance and support, actively engage in shared reading for a clearly stated purpose.
EE.RI.1.1	Identify details in familiar text.

Math

EE.1.OA.1.a.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), or acting out situations.
EE.1.OA.1.b.	Recognize two groups that have the same or equal quantity.
EE.1.OA.2.	Use “putting together” to solve problems with two sets.
EE.1.OA.5.a	Use manipulatives or visual representations to indicate the number that results when adding one more.
EE.1.OA.5.b.	Apply knowledge of “one less” to subtract one from a number.
EE.1.NBT.1.a.	Count by ones to 30.

Physical Education

T: Name three ways to stay fit
T: Recognize signs associated with physical activity (e.g., fast heart rate, heavy breathing, perspiration)
T: Tell why muscles and bones are important to movement
T: Tell the difference between general space awareness and personal space awareness

Essential Elements for 1st grade 2nd quarter

Language Arts

EE.RI.1.2	With guidance and support, identify details related to the topic of a text.
EE.RI.1.3	Identify individuals, events, or details in a familiar informational text.
EE.RI.1.4	With guidance and support, ask a reader to clarify the meaning of a word in a text.
EE.RI.1.5	Locate the front cover, back cover, and title page of a book.
EE.RI.1.6	Distinguish between words and illustrations in a text.
EE.RI.1.7	Identify illustrations or objects/tactual information that go with a familiar text.
EE.RI.1.8	Identify points the author makes in a familiar informational text.
EE.RI.1.9	With guidance and support, match similar parts of two texts on the same topic.
EE.RI.1.10	Actively engage in shared reading of informational text.
EE.RF.1.1	Demonstrate emerging understanding of the organization of print. a. Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).

Math

EE.1.NBT.1.b.	Count as many as 10 objects and represent the quantity with the corresponding numeral.
EE.1.NBT.2.	Create sets of 10
EE.1.NBT.3.	Compare two groups of 10 or fewer items when the number of items in each group is similar.
EE.1.NBT.4.	Compose numbers less than or equal to five in more than one way.
EE.1.NBT.6.	Decompose numbers less than or equal to five in more than one way.
EE.1.MD.1–2.	Compare lengths to identify which is longer/shorter, taller/shorter.

Physical Education

T: Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)
T: Demonstrate non-locomotor skills in a variety of activities
T: Demonstrate a variety of manipulative skills while stationary and moving
T: Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)
T: Demonstrate static and dynamic balance activities (e.g., stork stand, lame dog)

Essential Elements for 1st grade 3rd quarter

Language Arts

EE.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	a. Recognize rhyming words.
	b. With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.
	c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
	d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
EE.RF.1.3	Demonstrate emerging letter and word identification skills.
	a. Identify upper case letters of the alphabet.
	b. With guidance and support, recognize familiar words that are used in every day routines.
EE.RF.1.4	Begin to attend to words in print.
	a. Engage in sustained, independent study of books.
	b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.
EE.W.1.1	Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
EE.W.1.2	Select a familiar topic and use drawing, dictating, or writing to share information about it.
EE.W.1.3	Select an event and use drawing, dictating, or writing to share information about it.
EE.W.1.5	With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.
EE.W.1.6	With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
EE.W.1.7	With guidance and support, participate in shared research and writing projects.
EE.W.1.8	With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.

Math

EE.1.MD.3.a	Demonstrate an understanding of the terms tomorrow, yesterday, and today.
EE.1.MD.3.b.	Demonstrate an understanding of the terms morning, afternoon, day, and night.
EE.1.MD.3.c.	Identify activities that come before, next, and after.
EE.1.MD.3.d.	Demonstrate an understanding that telling time is the same every day

Physical Education

T: Demonstrate introductory stunts and tumbling skills (e.g., log, forward, egg rolls)
T: Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements
T: Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)
T: Demonstrate motor skills while participating in low organized games
T: Demonstrate basic cues to music (e.g., hokey pokey)

Essential Elements for 1st grade 4th quarter

Language Arts

EE.SL.1.1	Participate in conversations with adults.
	a. Engage in multiple-turn exchanges with supportive adults.
	b. Build on comments or topics initiated by an adult.
	c. Uses one or two words to ask questions related to personally relevant topics.
EE.SL.1.2	During shared reading activities, answer questions about details presented orally or through other media
EE.SL.1.3	Communicate confusion or lack of understanding ("I don't know.").
EE.SL.1.4	Identify familiar people, places, things, and events
EE.SL.1.5	Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
EE.SL.1.6	With guidance and support, provide more information to clarify ideas, thoughts, and feelings.
EE.L.1.1	Demonstrate emerging understanding of letter and word use.
	a. Write letters from own name.
	b. Use frequently occurring nouns in communication
	c. Use frequently occurring plural nouns in communication
	d. With guidance and support, use familiar personal pronouns (e.g., I, me, and you)
	e. Use familiar present tense verbs.
	f. With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot).
	i. With guidance and support, use common prepositions(e.g., on, off, in, out).
	j. With guidance and support, use simple question words (interrogatives) (e.g., who, what)
EE.L.1.2	Demonstrate emerging understanding of conventions of standard English.
	b. With guidance and support during shared writing, put a period at the end of a sentence.
	d. With guidance and support, use letters to create words.
	e. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.
EE.L.1.4	Demonstrate emerging knowledge of word meanings.
	a. Demonstrate understanding of words used in every day routines.
EE.L.1.5	Demonstrate emerging understanding of word relationships
	a. With guidance and support, sort common objects into familiar categories.
	b. With guidance and support, identify attributes of familiar words.

	c. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use
EE.L.1.6	With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

Math

EE.1.MD.4.	Organize data into categories by sorting.
EE.1.G.1.	Identify the relative position of objects that are on, off, in, and out.
EE.1.G.2	Sort shapes of same size and orientation (circle, square, rectangle, triangle)
EE.1.G.3.	Put together two pieces to make a shape that relates to the whole (i.e., two semicircles to make a circle, two squares to make a rectangle).

Physical Education

T: Demonstrate a simple dance step in keeping with a dance tempo
T: Demonstrate a simple dance step in keeping with a dance tempo
T: Create/interpret movements to a variety of music (e.g., locomotor/ nonlocomotor skills to beat/rhythm pattern)
T: Demonstrate a simple dance
T: Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)