

Reading/Language Arts		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
Reading Comprehension		
	RI.1 Ask and answer questions about key details in a text. RI.2 Identify the main topic and retell key details of a text. RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1 Ask and answer questions to show understanding of what is being read. RI.2 Tell the main topic and important details in nonfiction books. RI.3 Describe how people, historical events, scientific ideas are related. RI.4 Ask and answer questions to help understand new words.
	RL.1 Ask and answer questions about key details in a text. RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.3 Describe characters, settings, and major events in a story, using key details. RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1 Ask and answer questions to show understanding of what is being read. RL.2 Retell a story using important details and tell what the author is trying to teach. RL.3 Tell about the characters, setting and what happens in stories. RL.4 Find words in a story or poem that tell about feelings.
Speaking and Listening		
	SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1 Successfully participate in discussions. SL.4 Use details when telling about people, places and things to help others understand them better. SL.5 Use drawings or other visuals to help others understand what is being talked about.
Writing		
	W.1 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. W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.3 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.	W.1 Write my opinion about a topic and give reasons for my thinking. W.2 Write to teach about a topic by giving facts about it. W.3 Write to tell an organized story with details.
Foundational Skills		

	RF.1 Demonstrate understanding of the organization and basic features of print. RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1 Demonstrate understanding of the organization and basic features of print. RF.2 Demonstrate understanding of spoken words, syllables, and sounds. RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
Language		
	L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	L.1 Use grade-appropriate, proper English when writing and speaking. L.2 Use grade-appropriate, conventions while writing. L.5 Tell how words are related.
Mathematics		
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Counting and Cardinality		
	CC.A.1 Count to 100 by ones and by tens. CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	CC.A.1 Count to 100 by ones and by tens. CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). CC.A.3 Write numbers from 0 to 20. Write a number to tell about a group of 0 to 20 things.
	CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	CC.B.4 Understand how number names go with counting things in the right order. CC.B.5 Count up to 10 to tell how many things are in a group. Count out a group of things when someone gives me any number from 1 to 20.
	CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	CC.C.6 Use matching or counting to tell is a group of objects in one group is bigger, smaller or the same as a group of objects in another group. CC.C.7 Compare two written numbers between 1 and 10.
Operations and Algebraic Thinking		

	<p>OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>OA.A.5 Fluently add and subtract within 5.</p>	<p>OA.A.1 Use a strategy to successfully add and subtract two things.</p> <p>OA.A.2 Use objects or drawings to show how to solve addition and subtraction word problems up to 10.</p> <p>OA.A.3 Take apart any number from 1 to 10 to show how the numbers can be added or subtracted.</p> <p>OA.A.4 Take any number from 1 to 9 and show how many more need to be added to make 10.</p> <p>OA.A.5 Fluently add and subtract numbers within 5.</p>
Numbers and Operations Base 10		
	<p>NBT.A1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>NBT.A1 Make and take apart numbers from 11 to 19 by telling how many tens and ones are in the number. Show how many tens and ones in numbers from 11 to 19 by drawing a picture or writing a number sentence.</p>
Measurements and Data		
	<p>MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>	<p>MD.A.1 Show and tell about the parts of a thing that can be measured.</p> <p>MD.A.2 Compare two things that are measured using the same tool by using words like longer and shorter.</p>
	<p>MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>MD.B.3 Put things into groups by looking at how they are the same. Count the things that are put into groups and then sort them by how many.</p>
Geometry		

	<p>G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>G.A.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	<p>G.A.1 Name and tell about shapes. Tell where shapes can be seen by using words like: above, below, beside, in front of, behind and next to.</p> <p>G.A.2 Name shapes no matter how big they are or which way they are turned.</p> <p>G.A.3 Tell if a shape is two-dimensional (flat) or three-dimensional (solid).</p>
	<p>G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p>	<p>G.B.4 Think about and compare two-dimensional and three-dimensional shapes.</p> <p>G.B.5 Make shapes by drawing them or by using things like sticks and clay.</p> <p>G.B.6 Use simple shapes to make larger shapes.</p>
Science		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
Physical Science		
	<p>PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>	<p>PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>
	<p>PS3-1 Make observations to determine the effect of sunlight on Earth's surface.</p> <p>PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p>	<p>PS3-1 Make observations to determine the effect of sunlight on Earth's surface.</p> <p>PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p>
Life Science		
	<p>LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p>LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>
Earth and Space Science		
	<p>ESS2-1 Use and share observations of local weather conditions to describe patterns over time.</p>	<p>ESS2-1 Use and share observations of local weather conditions to describe patterns over time.</p>
	<p>ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live</p>	<p>ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live</p>

Labs and Activities		
	ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
Social Studies		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
Inquiry		
	IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	IS.1.K-2 Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
	IS.3.K-2 Gather information from one or two sources with guidance and support from adults and/or peers.	IS.3.K-2 Gather information from one or two sources with guidance and support from adults and/or peers.
	IS.4.K-2 Evaluate a source by distinguishing between fact and opinion.	IS.4.K-2 Evaluate a source by distinguishing between fact and opinion.
	IS.5.K-2 Ask and answer questions about arguments and explanations.	IS.5.K-2 Ask and answer questions about arguments and explanations.
Geography		
	G.1.K Explain how weather, climate, and other environmental factors affect people's lives.	G.1.K Explain how weather, climate, and other environmental factors affect people's lives.
History		
	H.1.K Compare life in the past with life today.	H.1.K Compare life in the past with life today.
	H.2.K Explain the significance of our national holidays and the heroism and achievements of the people associated with them.	H.2.K Explain the significance of our national holidays and the heroism and achievements of the people associated with them.
Art		
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Creating		
	CR1.1 Creativity and innovative thinking are essential life skills that can be developed.	CR1.1 Extend work, show growth in skills.
	CR2.3 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	CR2.3 Create original, innovative, and/ or daring work. Consciously experiment with the process of art and taking risks.
	CR3.1 Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	CR3.1 Reflect upon their artwork and make improvements. Consistently stay focused on their artwork through practice and conversation.
Responding		
	RE8.1 People gain insights into meanings of artworks by engaging in the process of art criticism.	RE8.1 Be cooperative and generous in discussion. Ask pertinent questions.

Connecting		
	CN10.1 Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	CN10.1 Create an artwork and relate it to a personal experience by connecting it to an interest, observation or a memory.
Music		
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Creating		
	CR1.1 Generate and conceptualize artistic ideas and work.	CR1.1 Generate and conceptualize artistic ideas and work.
	CR2.1 Organize and develop artistic ideas and work.	CR2.1 Organize and develop artistic ideas and work.
	CR3.1 Revise, refine, and complete artistic work.	CR3.1 Revise, refine, and complete artistic work.
Performing		
	PR4.1 People gain insights into meanings of artworks by engaging in the process of art criticism.	PR4.1 People gain insights into meanings of artworks by engaging in the process of art criticism.
	PR5.1 Develop and refine artistic techniques and work for presentation.	PR5.1 Develop and refine artistic techniques and work for presentation.
	PR6.1 Convey meaning through the presentation of artistic work.	PR6.1 Convey meaning through the presentation of artistic work.
Physical Education		
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Movement Skills		
	19.A Demonstrate physical competency in a variety of motor skills and movement patterns 19.B Analyze various movement concepts and applications 19.C Demonstrate knowledge of rules, safety, and strategies during physical activity	19.A Demonstrate physical competency in a variety of motor skills and movement patterns 19.B Analyze various movement concepts and applications 19.C Demonstrate knowledge of rules, safety, and strategies during physical activity
Team Building		
	21.A Demonstrate personal responsibility during group physical activities 21.B Work cooperatively with another to accomplish an assigned task	21.A Demonstrate personal responsibility during group physical activities 21.B Work cooperatively with another to accomplish an assigned task
Technology		
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Digital Citizen		
	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	Understand how to be safe online in a digital world while using technology independently and responsibly to make safe choices.

Creative Communicator		
	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	Understand the difference in technology resources, tools and apps available to create various artifacts.
Social Emotional Learning		
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Develop self-awareness and self-management skills to achieve school and life success		
	<p>GOAL 1</p> <p>A. Identify and manage one’s emotions and behavior.</p> <p>1.A.1a. Recognize and accurately label emotions and how they are linked to behavior.</p> <p>1.A.1b. Demonstrate control of impulsive behavior.</p> <p>B. Recognize personal qualities and external supports.</p> <p>1.B.1.a Identify one’s likes and dislikes, needs and wants, strengths and challenges.</p> <p>1.B.1b. Identify family, peer, school, and community strengths.</p> <p>C. Demonstrate skills related to achieving personal and academic goals.</p> <p>1.C.1a. Describe why school is important in helping students achieve personal goals.</p> <p>1.C.1b. Identify goals for academic success and classroom behavior.</p>	<p>GOAL 1</p> <p>A. Identify and manage one’s emotions and behavior.</p> <p>1.A.1a. Recognize and accurately label emotions and how they are linked to behavior.</p> <p>1.A.1b. Demonstrate control of impulsive behavior.</p> <p>B. Recognize personal qualities and external supports.</p> <p>1.B.1.a Identify one’s likes and dislikes, needs and wants, strengths and challenges.</p> <p>1.B.1b. Identify family, peer, school, and community strengths.</p> <p>C. Demonstrate skills related to achieving personal and academic goals.</p> <p>1.C.1a. Describe why school is important in helping students achieve personal goals.</p> <p>1.C.1b. Identify goals for academic success and classroom behavior.</p>
Use social-awareness and interpersonal skills to establish and maintain positive relationships		
	<p>GOAL 2</p> <p>A. Recognize the feelings and perspectives of others.</p> <p>2.A.1a. Recognize that others may experience situations differently from oneself.</p> <p>2.A.1b. Use listening skills to identify the feelings and perspectives of others.</p> <p>B Recognize individual and group similarities and differences.</p> <p>2.B.1a. Describe the ways that people are similar and different.</p> <p>2.B.1b. Describe positive qualities in others.</p> <p>C. Use communication and social skills to interact effectively with others.</p> <p>2.C.1a. Identify ways to work and play well with others.</p> <p>2.C.1b. Demonstrate appropriate social and classroom behavior.</p> <p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>2.D.1a. Identify problems and conflicts commonly experienced by peers.</p> <p>2.D.1b. Identify approaches to resolving conflicts constructively.</p>	<p>GOAL 2</p> <p>A. Recognize the feelings and perspectives of others.</p> <p>2.A.1a. Recognize that others may experience situations differently from oneself.</p> <p>2.A.1b. Use listening skills to identify the feelings and perspectives of others.</p> <p>B Recognize individual and group similarities and differences.</p> <p>2.B.1a. Describe the ways that people are similar and different.</p> <p>2.B.1b. Describe positive qualities in others.</p> <p>C. Use communication and social skills to interact effectively with others.</p> <p>2.C.1a. Identify ways to work and play well with others.</p> <p>2.C.1b. Demonstrate appropriate social and classroom behavior.</p> <p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>2.D.1a. Identify problems and conflicts commonly experienced by peers.</p> <p>2.D.1b. Identify approaches to resolving conflicts constructively.</p>

Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

GOAL 3
A. Consider ethical, safety, and societal factors in making decisions.
3.A.1a. Explain why unprovoked acts that hurt others are wrong.
3.A.1b. Identify social norms and safety considerations that guide behavior.
B. Apply decision-making skills to deal responsibly with daily academic and social situations.
3.B.1a. Identify a range of decisions that students make at school.
3.B.1b. Make positive choices when interacting with classmates.
C. Contribute to the well-being of one's school and community.
3.C.1a. Identify and perform roles that contribute to one's classroom.
3.C.1b. Identify and perform roles that contribute to one's family.

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