

English Language Arts and Literacy			
Reading Literature & Informational			
Ask and answer questions about key details in a text.	I can answer questions other people ask me about what I read. I can ask others questions about what I read.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting, read alouds, Raz-Kids, on-line resources.
With prompting and support, read and comprehend texts exhibiting complexity appropriate for at least grade 1.	I can explain which parts of a text I understand and which parts I don't. I can locate parts of a text that are difficult for me.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting, read alouds, Raz-Kids, on-line resources.
Reading Literature			
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I can talk about stories I read and listen to. When I talk about stories, I can include details from the text. I can share my thinking about the lesson in the text.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting, read alouds, Raz-Kids, on-line resources.
Describe characters, settings, and major events in a story, using key details.	I can talk about the who is the story. I can talk about where the story takes place. I can talk about the important things that happen in a story.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting, read alouds, Raz-Kids, on-line resources.
Reading Informational			
Identify the main topic and retell key details of a text.	When I read nonfiction, I can tell what the book is mostly about. When I talk about the text, I can remember to include key details.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting, read alouds, Raz-Kids, on-line resources.
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	I can notice when two (people, two events, two ideas) are connected in a nonfiction text.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting, read alouds, Raz-Kids, on-line resources.
Identify the reasons an author gives to support points in a text.	I can talk about the information the author included to teach about the topic.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting, read alouds, Raz-Kids, on-line resources.
Reading Foundational Skills			
Demonstrate understanding of the organization and basic features of print.	I know that a sentence always starts with a capital letter and ends with an end mark.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting,
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	I can pay attention to the words and their sounds. I can break words into parts. I can break words into each sound I hear.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting,
a. Distinguish long from short vowel sounds in spoken single-syllable words.			
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken consonant blends.			
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
Know and apply grade-level phonics and word analysis skills in decoding words.	I can notice all parts of a word when I am reading.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting,
a. Know the spelling-sound correspondences for common consonant digraphs.			
b. Decode regularly spelled one-syllable words.			
c. Know final -e and common vowel team conventions for representing long vowel sounds.			
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			
e. Decode two-syllable words following basic patterns by breaking the words into syllables.			
f. Read words with inflectional endings.			
g. Recognize and read grade-appropriate irregularly spelled words.			
Writing			
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.	I can write about what I think. I can tell my readers why I think what I do.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting,
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		Previously taught in Trimester 2	
Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in Standards 1-3).	I can make a plan when I write so my readers understand my thinking.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting,
Language			
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.	I can reread my writing to make sure it sounds the way I talk.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting,
Sentence Structure and Meaning			
a. Produce and expand simple and compound sentences.			
b. Demonstrate understanding that a question is a type of sentence.			
c. Use singular and plural nouns with matching verbs in sentences.			
d. Use verbs in sentences to convey a sense of past, present, and future.			
Word Usage:			
e. Use common, proper, and possessive nouns.			
f. Use personal, possessive, and indefinite pronouns.			
g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I know when to use capital letters and lowercase letters when I write. I can use ending punctuation when I write. I can do my best to spell words correctly when I write.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting,
a. Print legibly all upper- and lowercase letters.			
c. Capitalize the names of months and people.			
d. Use commas in dates and to separate individual words in a series.			
e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.			

f. Spell untaught words phonetically, drawing on phonemic awareness and spelling			
g. Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.			
Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.	I can use new words that I learn in first grade when I talk and when I write.	Embedded Weekly	Authentic Weekly Learning Plans, teacher video/zoom meeting,
Mathematics			
Operations and Algebraic Thinking			
Represent and solve problems involving addition and subtraction.	I can use strategies to solve word story problems with up to 3 numbers equaling up to 20.	Previously taught in Trimesters 1 & 2. Continued spiral exposure.	ST Math, Grade One Home Learning Menu, Family Recipe (Community WK), Math Maze (Author WK), Story Problems (Habitat WK)
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.			
Understand and apply properties of operations and the relationship between addition and subtraction.	I can use what I know about addition facts to help me answer subtraction fact problems.	Previously taught in Trimesters 1 & 2. Continued spiral exposure.	ST Math, Grade One Home Learning Menu, Smores Math (Staycation WK)
Apply properties of operations as strategies to add and subtract.			
Understand subtraction as an unknown-addend problem.			
Add and subtract within 20.	I can add facts within 20.	Previously taught in Trimesters 1 & 2. Continued spiral exposure.	ST Math, Fact Challenge (Community WK), Let's Play Patience, Honesty, and Kindness Math Game (Create WK), Smores Math (Staycation WK), Tens Go Fish (Staycation WK), Ladybug Addition (Author WK),
Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).			
Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).			
Work with addition and subtraction equations.	I can tell if an addition or subtraction sentence is true or false because I understand what an equal sign means.	Previously taught in Trimester 2.	Smores Math (Staycation WK), Speech Bubble Equations (Author WK), Frog Feeding Math (Author WK)
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.			
Number and Operations in Base Ten			
Extend the counting sequence.	I can count up to 120, starting at any given number. I can also read and write these numbers.	Previously taught in Trimesters 1 & 2. Continued spiral exposure.	ST Math, Calendar Time (Community WK), Smores Math (Staycation WK), Puddle Jump (Habitat WK)
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.			
Understand place value.	I can tell how many 10's and 1's are in a two-digit number.	Previously taught in Trimesters 1 & 2	ST Math, Calendar Time (Community WK), Smores Math (Staycation WK), Puddle Jump (Habitat WK)
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 composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.			
c) 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).			
Use place value understanding and properties of operations to add and subtract.	I understand that adding a two-digit numbers means I add the ones then the tens. Sometimes I have to make a group of ten from ones (regroup).	End of May/June	Authentic Learning lessons, teacher videos/zoom meetings
Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number 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.			
Measurement and Data			
Measure lengths indirectly and by iterating length units.	I can put three objects in order from longest to shortest and compare their lengths. I can tell the length of an object using whole numbers.	Weeks 1 & 2 in May	ST Math, Math and Science Measurement (Create WK), Comparing Shadows (Create WK), Measuring a Plant (Living Things WK), Practice Measuring for Amusement Park Rides (Staycation WK), Measuring Dragons (Author WK), Measuring parts of your home with non-standard measuring tools (Habitat WK), Measuring Tools (Habitat WK), Measuring Tips (Habitat WK), How old is that tree? (Habitat WK), teacher videos/zoom meetings
Order three objects by length; compare the lengths of two objects indirectly by using a third object.			
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.			

Geometry	I can describe defining attributes and non-defining attributes. I can build and draw shapes to have a given attribute.		ST Math, Design a Stuffed Animal (Community WK), Create a Flag for JiJi (Create WK), How to draw 3D shapes (Create WK), City Shapes (Create WK), Shapes at Home (Create WK), Building with Shapes (Create WK), Ms. Colantoni's Castle Display (Staycation WK), Shape Video (Staycation WK), teacher videos/zoom meetings
Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.		End of May/June	
Science and Technology/Engineering			
Earth and Space Sciences			
Analyze provided data to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall		Previously taught during daily calendar meeting	
Life Science			
Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.	I can explain how animals use their body parts to meet their needs. I can explain how plants use their plant parts to meet their needs.	May and Authentic Learning Plans - Living Things, Habitats	Authentic Weekly Learning Plans, teacher videos/zoom meetings, read alouds, on-line resources.
Physical Science			
Demonstrate that vibrating materials can make sound and that sound can make materials vibrate.	I can make objects vibrate to create sounds. I can hear sounds when objects vibrate.	End of May/June	Authentic Weekly Learning Plans, teacher videos/zoom meetings, read alouds, on-line resources.
Conduct an investigation to determine the effect of placing materials that allow light to pass through them, allow only some light through them, block all the light, or redirect light when put in the path of a beam of light.	I can experiment with light to find objects that are opaque, translucent and transparent. I can block or redirect light.	End of May/June and Authentic Learning Plans - Create, Living Things	Authentic Weekly Learning Plans, teacher videos/zoom meetings, read alouds, on-line resources.
History and Social Science			
Demonstrate civic knowledge, skills, and dispositions.			Authentic Weekly Learning Plans, teacher videos/zoom meetings, read alouds, on-line resources.
Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.		Previously taught in Trimester 1 & 2	
Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting.		Previously taught in Trimester 1 & 2	
Explain that an election is a kind of voting in which people select leaders. For example, students connect their discussion of leadership qualities to the idea of elections, listing the qualities they would look for in a candidate for election.	I can explain that leaders are chosen by voting in elections.	End May/June	Authentic Weekly Learning Plans, teacher videos/zoom meetings, read alouds, on-line resources.
Identify some leaders who are chosen by elections (e.g., the President of the United States, the Governor of Massachusetts, the captain of a soccer team) and explain their roles.	I can name some leaders who are chosen by election. I can explain the jobs of elected leaders.	End of May/June	Authentic Weekly Learning Plans, teacher videos/zoom meetings, read alouds, on-line resources.
Demonstrate understanding that members of a town, city, or nation in the United States are called citizens, and that their rights and responsibilities include a. electing leaders who serve fixed terms b. paying attention to the leader's actions, and c. deciding whether or not to re-elect them on the basis of how well they have served citizens.	I can explain that people who live in the United States are citizens. I can explain that citizens live in towns and cities. I understand the rights and responsibilities of being a citizen of the United States.	End of May/June	Authentic Weekly Learning Plans, teacher videos/zoom meetings, read alouds, on-line resources.
Explain that all people born in the United States are citizens, while some people become citizens after moving to the United States from another country. Understand that some residents of the United States are not citizens, but are still members of the community with rights and responsibilities.	I can explain that people can become citizens of the United States in different ways. I can understand that everyone who lives in the United States has rights and responsibilities.	End of May/June	Authentic Weekly Learning Plans, teacher videos/zoom meetings, read alouds, on-line resources.
Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.		Previous taught in Trimester 1 & 2, April Learning Menu	