

# Alpine School District

## 6 Components of Literacy with Essential Standards (K-3 DIBELs Correlation)

<b>First Grade</b>	
<b>6 Components of Literacy</b>	<b>Essential</b>
<b>Phonemic Awareness</b>	<b>RF.1.2</b> Demonstrate understanding of spoken words, syllables and sounds (phonemes). (FSF) (PSF)
<b>Phonics</b>	<b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (NWF)
<b>Fluency</b>	<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print. (DORF) <b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension. (DORF)
<b>Vocabulary</b>	
<b>Comprehension</b>	<b>RL.1.1/RI.1.1</b> Ask and answer questions about key details in a text.  <b>RI.1.2</b> Identify the main topic and retell key details in a text. (DORF) <b>RI.1.8</b> Identify the reasons an author gives to support points in a text.
<b>Writing</b>	<b>W.1.1</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>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>W.1.3</b> Write narratives in which they recount 2 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>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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## Math Essential Standards-First Grade

### Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction within 20. Understand and apply properties of operations and the relationship between addition and subtraction. Work with addition and subtraction equations.

**1.OA.1** 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. For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**1.OA.6** Add and subtract within 20.

*a. Use strategies such as counting on; making ten (for example,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (for example,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (for example, knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (for example, adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).*

*b. By the end of Grade 1, demonstrate fluency for addition and subtraction within 10.*

### Numbers and Operations in Base Ten

Extend the counting sequence. Understand place value. Use place value understanding and properties of operations to add and subtract.

**1.NBT.1** 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.

**1.NBT.2** 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).

**1.NBT.4** 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 to tens and ones to ones, and that it is sometimes necessary to compose a ten.

### Measurement and Data

Measure lengths indirectly and by iterating length units. Tell and write time. Represent and interpret data.

**1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks

### Geometry

Reason with shapes and their attributes.

**1.G.3** Partition circles and rectangles into two and four equal shares, describe 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.

**Total: 7 Standards**