

First Grade SOL objectives for 2019-March 13 2020

CONTENT AREA	Taught	Yet to Teach
<p>MATH</p>	<p>Students will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to:</p> <p>1.1a Count forward orally by ones to 110, starting at any number between 0 and 110.</p> <p>1.1b Write numerals 0 to 110 in sequence and out of sequence.</p> <p>1.1c Count backward orally by ones when given any number between 1 and 30. [backward from 20 only in this unit]</p> <p>1.1d Count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110. [forward by tens to 100 only in this unit]</p> <p>1.2a Given up to 110 objects, will group a collection into tens and ones and write the corresponding numeral.</p> <p>1.2b Compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to. [Compare numbers between 0 and 70 in this unit.]</p> <p>1.2c Order three or fewer sets, each set containing up to 110 objects, from least to greatest and greatest to least. [up to 70 only in this unit]</p> <p>1.3 Given an ordered set of ten objects and/or pictures, indicate the ordinal position of each object, first through tenth.</p> <p>1.4a Represent and solve practical problems involving equal sharing with two or four sharers.</p>	<p>1.2a Given up to 110 objects, will group a collection into tens and ones and write the corresponding numeral. [to 100 in this unit]</p> <p>1.2b Compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to. [Compare numbers between 0 and 110 in this unit.]</p> <p>1.2c Order three or fewer sets, each set containing up to 110 objects, from least to greatest and greatest to least. [up to 110 in this unit]</p> <p>1.6 Addition and Subtraction Story Problems: Students continue to require many experiences with a variety of problem types. In this unit the focus is on mastering Compare problems, but students should continue to have experiences with other problem types, as well, expanding to numbers to 20. Examples of problem types: Compare (Difference Unknown) Compare (Bigger Unknown) Compare (Smaller Unknown)</p> <p>1.8 Counting Collections with Like Coins [pennies, nickels, dimes] to \$1.00</p> <p>1.10 Use Nonstandard Measurement to measure Weight (lighter, heavier, the same as) and Capacity/Volume (more, less, equivalent)</p> <p>1.14 Identify, describe, extend, create, and transfer growing and repeating patterns</p>

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1.4b Represent and name fractions for halves and fourths, using models.

1.5a Select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, 500).

1.5b Explain the reasonableness of the choice.

1.6 Create and solve single-step story and picture problems using addition and subtraction within 20.

1.7a Recognize and describe with fluency part-whole relationships for numbers up to 10.

1.7b Demonstrate fluency with addition and subtraction within 10.

1.8 Determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less. [identify each coin and its value only in this unit]

1.9a Investigate the passage of time: Tell time to the hour and half-hour, using analog and digital clocks.

1.9b Investigate the passage of time and read and interpret a calendar.

1.10 Use nonstandard units to measure and compare length, weight, and volume. [length only in this unit]

1.11a Identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles.

1.11b Identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.

1.12a Collect, organize, and represent various forms of data using tables, picture graphs, and object graphs.

1.12b Read and interpret data displayed in tables, picture graphs, and object graphs, using the

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	<p>vocabulary more, less, fewer, greater than, less than, and equal to.</p> <p>1.13 Sort and classify concrete objects according to one or two attributes.</p> <p>1.15 Demonstrate an understanding of equality through the use of the equal symbol.</p>	
<p>READING</p>	<p>1.4 The student will apply knowledge of how print is organized and read.</p> <p>a) Read from left to right and from top to bottom.</p> <p>b) Match spoken words with print.</p> <p>c) Identify letters, words, sentences, and ending punctuation.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>a) Use initial and final consonants to decode and spell one- syllable words.</p> <p>b) Use two-letter consonant blends to decode and spell one-syllable words.</p> <p>c) Use consonant digraphs to decode and spell one-syllable words.</p> <p>d) Use short vowel sounds to decode and spell one-syllable words.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words.</p> <p>f) Use word patterns to decode unfamiliar words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>a) Use words, phrases, and sentences.</p> <p>b) Use titles and pictures.</p> <p>c) Use information in the story to read words.</p> <p>d) Use knowledge of sentence structure.</p> <p>e) Reread and self-correct.</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p>	<p>1.5 g) Read and spell simple two-syllable compound words.</p> <p>1.8 The student will use simple reference materials.</p> <p>a) Use knowledge of alphabetical order by first letter.</p> <p>b) Use a picture dictionary to find meanings of unfamiliar words.</p>

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	<p>a) Discuss meanings of words in context.</p> <p>b) Develop vocabulary by listening to and reading a variety of texts.</p> <p>c) Ask for the meaning of unknown words and make connections to familiar words.</p> <p>d) Use text clues such as words or pictures to discern meanings of unknown words.</p> <p>e) Use vocabulary from other content areas.</p> <p>f) Use singular and plural nouns.</p> <p>g) Use adjectives to describe nouns.</p> <p>h) Use verbs to identify actions.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>a) Preview the selection.</p> <p>b) Set a purpose for reading.</p> <p>c) Relate previous experiences to what is read.</p> <p>d) Make and confirm predictions.</p> <p>e) Ask and answer who, what, when, where, why, and how questions about what is read.</p> <p>f) Identify characters, setting, and important events.</p> <p>g) Retell stories and events, using beginning, middle, and end in a sequential order.</p> <p>h) Identify theme</p> <p>i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>a) Preview the selection.</p> <p>b) Use prior and background knowledge as context for new learning.</p> <p>c) Set a purpose for reading.</p> <p>e) Make and confirm predictions.</p> <p>f) Ask and answer who, what, where, when, why, and how questions about what is read.</p> <p>g) Identify the main idea.</p>	
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	<p>h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.</p>	
<p>ORAL LANGUAGE</p>	<p>a) Listen actively and speak using agreed-upon rules for discussion. b) Initiate conversation with peers and adults. c) Adapt or change oral language to fit the situation. d) Use appropriate voice level, phrasing, and intonation. e) Participate in collaborative and partner discussions about various texts and topics. f) Follow rules for conversation using appropriate voice level in small-group settings. g) Ask and respond to questions to seek help, get information, or clarify information. h) Restate and follow simple two-step oral directions. j) Express ideas orally in complete sentences. k) Work respectfully with others. l) Increase listening and speaking vocabularies</p> <p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <p>a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual phonemes. e) Add or delete phonemes to make new words. f) Blend and segment multisyllabic words at the syllable level.</p>	<p>1.1 The student will develop oral communication skills. i) Give simple two-step oral directions.</p> <p>1.2 The student will demonstrate growth in oral early literacy skills. d) Participate in creative dramatics.</p>

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<h3 style="color: #FFD700;">WRITING</h3>	<p>1.11 The student will print legibly in manuscript. a) Form letters accurately. b) Space words within sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion. a) Identify audience and purpose. b) Use prewriting activities to generate ideas. c) Focus on one topic. d) Organize writing to suit purpose. e) Revise by adding descriptive words when writing about people, place, things, and events. f) Write to express an opinion and give a reason. g) Use letters to phonetically spell words. h) Share writing with others.</p> <p>1.13 The student will edit writing for capitalization, punctuation, and spelling. a) Use complete sentences. b) Begin each sentence with a capital letter and use ending punctuation c) Use correct spelling for commonly used sight words and phonetically regular words</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources. a) Generate topics of interest. b) Generate questions to gather information. c) Identify pictures, texts, or people as sources of information. d) Find information from provided resources. e) Record information.</p>
<h3 style="color: #008000;">SCIENCE</h3>	<p>1.1 The student will demonstrate an understanding of scientific and engineering practices by a) asking questions and defining problems</p> <ul style="list-style-type: none"> • ask questions and make predictions based on observations <p>b) planning and carrying out investigations</p> <ul style="list-style-type: none"> • with guidance, conduct investigations to produce data • identify characteristics and properties of objects by observations • use tools to measure relative length, weight, volume, and 	<p>1.1 The student will demonstrate an understanding of scientific and engineering practices by a) asking questions and defining problem</p> <ul style="list-style-type: none"> • identify a simple problem that can be solved through the development of a new tool or improved object <p>c) interpreting, analyzing, and evaluating data</p> <ul style="list-style-type: none"> • describe patterns and relationships <p>d) constructing and critiquing conclusions and explanations</p> <ul style="list-style-type: none"> • make simple conclusions based on data or observations

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	<p>temperature of common objects</p> <p>c) interpreting, analyzing, and evaluating data</p> <ul style="list-style-type: none">• use and share pictures, drawings, and/or writings of observations• classify and arrange objects based on a single physical characteristic or property• organize and represent various forms of data using tables, picture graphs, and object graphs• read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary more, less, fewer, greater than, less than, and equal to• recognize unusual or unexpected results <p>e) developing and using models</p> <ul style="list-style-type: none">• use physical models to demonstrate simple phenomena and natural processes <p>f) obtaining, evaluating, and communicating information</p> <ul style="list-style-type: none">• communicate observations and data using simple graphs, pictures, drawings, numbers, speech and/or writing <p>1.3 The student will investigate and understand that objects are made from materials that can be described by their physical properties. Key ideas include</p> <p>a) objects are made of one or more materials with different physical properties and can be used for a variety of purposes;</p> <p>b) when a material is changed in size most physical properties remain the same;</p>	<p>1.2 The student will investigate and understand that objects can move in different ways. Key ideas include</p> <p>a) objects may have straight, circular, spinning, and back-and-forth motions; and</p> <p>b) objects may vibrate and produce sound.</p> <p>1.3 The student will investigate and understand that objects are made from materials that can be described by their physical properties. Key ideas include</p> <p>c) the type and amount of material determine how much light can pass through an object.</p> <p>1.4 The student will investigate and understand that plants have basic life needs and functional parts that allow them to survive. Key ideas include</p> <p>a) plants need nutrients, air, water, light, and a place to grow;</p> <p>b) structures of plants perform specific functions; and</p> <p>c) plants can be classified based on a variety of characteristics.</p> <p>1.5 The student will investigate and understand that animals, including humans, have basic life needs that allow them to survive. Key ideas include</p> <p>a) animals need air, food, water, shelter, and space (habitat);</p> <p>b) animals have different physical characteristics that perform specific functions; and</p> <p>c) animals can be classified based on a variety of characteristics.</p>
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	<p>1.6 The student will investigate and understand that there is a relationship between the sun and Earth. Key ideas include</p> <p>a) the sun is the source of energy and light that warms the Earth's land, air, and water; and</p> <p>b) the sun's relative position changes in the Earth's sky throughout the day. 1.7 The student will investigate and understand that there are weather and seasonal changes. Key ideas include</p> <p>a) changes in temperature, light, and precipitation occur over time;</p> <p>b) there are relationships between daily weather and the season; and</p> <p>c) changes in temperature, light, and precipitation affect plants and animals, including humans.</p> <p>1.8 The student will investigate and understand that natural resources can be used responsibly. Key ideas include a) most natural resources are limited; b) human actions can affect the availability of natural resources; and c) reducing, reusing, and recycling are ways to conserve natural resources</p>	
SOCIAL STUDIES	<p>1.2 The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including</p> <p>a) the settlement of Virginia at Jamestown,</p> <p>b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and</p> <p>c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.</p> <p>1.3 The student will describe the stories of influential people in</p>	<p>1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p> <p>1.8 The student will explain that people make choices because they cannot have everything they want.</p> <p>1.9 The student will recognize that people save money for the future to purchase goods and services.</p>

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	<p>the history of Virginia and their contributions to our Commonwealth, with emphasis on</p> <ul style="list-style-type: none">a) Powhatan;b) Pocahontas;c) Christopher Newport;d) Maggie L. Walker; ande) Arthur R. Ashe, Jr. <p>1.4 The student will describe the lives of people associated with major holidays, including</p> <ul style="list-style-type: none">a) George Washington Day (Presidents' Day);b) Independence Day (Fourth of July); andc) Martin Luther King, Jr., Day. <p>1.5 The student will develop map skills by</p> <ul style="list-style-type: none">a) recognizing basic map symbols, including references to land, water, cities, and roads,b) using cardinal directions on maps,c) identifying the shapes of the United States and Virginia on maps and globesd) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; ande) constructing simple maps, including a title, map legend, and compass rose. <p>1.6 The student will develop a geographic understanding that</p> <ul style="list-style-type: none">a) the location of Virginia determines its climate and results in four distinct seasons, andb) the landforms of Virginia affect the places people live. <p>1.10 The student will apply the traits of a good citizen by</p>	
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	<p>a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect,</p> <p>b) recognizing the purpose of rules and practicing self-control,</p> <p>c) working hard in school,</p> <p>d) taking responsibility for one's own actions,</p> <p>e) valuing honesty and truthfulness in oneself and others,</p> <p>f) participating in classroom decision making through voting.</p> <p>1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.</p> <p>1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by</p> <p>a) identifying the Virginia flag, state capitol building, state bird, and state flower; and</p> <p>b) describing why people have symbols and traditions.</p> <p>1.13 The student will understand that the people of Virginia</p> <p>a) have state and local government officials who are elected by voters,</p> <p>b) make contributions to their communities; and</p> <p>c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.</p>	
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