



# HENRY COUNTY SCHOOLS

Better Together.



# 1ST GRADE

ENGLISH LANGUAGE ARTS | MATH | SCIENCE | SOCIAL STUDIES

 **HENRY**  
Teaching & Learning Standards





# Teaching & Learning Standards

## English Language Arts

### 1st Grade

*Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards*

**HCS Graduate Learner Outcome** *As a Henry County graduate, I will read closely to analyze and evaluate all forms of text (both informational and literature).*

GA Standard Code

- ELAGSE1RL1** Ask and answer questions about key details in a text.
- ELAGSE1RL2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ELAGSE1RL3** Describe characters, settings, and major events in a story, using key details.
- ELAGSE1RL4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- ELAGSE1RL5** Explain major difference between texts that tell stories and texts that give information.
- ELAGSE1RL6** Identify who is telling the story at various points in a text.
- ELAGSE1RL7** Use illustrations and details in a story to describe its characters, setting, or events.
- ELAGSE1RL9** Compare and contrast the adventures and experiences of characters in stories.
- ELAGSE1RL10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- ELAGSE1RI1** Ask and answer questions about key details in a text.
- ELAGSE1RI2** Identify the main topic and retell key details of a text.
- ELAGSE1RI3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- ELAGSE1RI4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- ELAGSE1RI5** Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.
- ELAGSE1RI6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- ELAGSE1RI7** Use illustrations and details in a text to describe its key ideas.
- ELAGSE1RI8** Identify the reasons an author gives to support points in a text.
- ELAGSE1RI9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- ELAGSE1RI10** With prompting and support, read informational texts appropriately complex for grade 1.

**ELAGSE1RF1 Demonstrate understanding of the organization and basic features of print.**

ELAGSE1RF1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

ELAGSE1RF2a Distinguish long from short vowel sounds in spoken single-syllable words.

ELAGSE1RF2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

ELAGSE1RF2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

ELAGSE1RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.**

ELAGSE1RF3a Know the spelling-sound correspondences for common consonant digraphs.

ELAGSE1RF3b Decode regularly spelled one-syllable words.

ELAGSE1RF3c Know final -e and common vowel team conventions for representing long vowel sounds.

ELAGSE1RF3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

ELAGSE1RF3e Decode two-syllable words following basic patterns by breaking the words into syllables.

ELAGSE1RF3f Read words with inflectional endings.

**ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.**

ELAGSE1RF4a Read on-level text with purpose and understanding.

ELAGSE1RF4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

ELAGSE1RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELAGSE1RF4d Read grade-appropriate irregularly spelled word.

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will construct task-appropriate writing for diverse purposes and audiences.*

GA Standard Code

**ELAGSE1W1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**

- ELAGSE1W2** Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- ELAGSE1W3** 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.
- ELAGSE1W5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  
     **ELAGSE1W5a** May include oral or written prewriting (graphic organizers)
- ELAGSE1W6** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

**HCS Graduate  
Learner Outcome**

*As a Henry County graduate, I will design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.*

GA Standard Code

- ELAGSE1W7** Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- ELAGSE1W8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**HCS Graduate  
Learner Outcome**

*As a Henry County graduate, I will collaborate and communicate effectively to participate in diverse discussions, share information and reasoning, or provide supporting evidence to convey and/or respond to clear and distinct perspectives.*

GA Standard Code

- ELAGSE1SL1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- ELAGSE1SL1a** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- ELAGSE1SL1b** Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- ELAGSE1SL1c** Ask questions to clear up any confusion about the topics and texts under discussion.
- ELAGSE1SL2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- ELAGSE1SL3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- ELAGSE1SL4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- ELAGSE1SL5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**ELAGSE1SL6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will employ the conventions of language, including word choice, effectively in written or spoken word.*

GA Standard Code

**ELAGSE1L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE1L1a Print all upper- and lowercase letters.

ELAGSE1L1b Use common, proper, and possessive nouns.

ELAGSE1L1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

ELAGSE1L1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

ELAGSE1L1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

ELAGSE1L1f Use frequently occurring adjectives.

ELAGSE1L1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

ELAGSE1L1h Use determiners (e.g., articles, demonstratives).

ELAGSE1L1i Use frequently occurring prepositions (e.g., during, beyond, toward).

ELAGSE1L1j Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).

ELAGSE1L1k Print with appropriate spacing between words and sentences.

**ELAGSE1L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE1L2a Capitalize dates and names of people.

ELAGSE1L2b Use end punctuation for sentences.

ELAGSE1L2c Use commas in dates and to separate single words in a series.

ELAGSE1L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

ELAGSE1L2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

- ELAGSE1L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
- ELAGSE1L4a Use sentence-level context as a clue to the meaning of a word or phrase.
  - ELAGSE1L4b Use frequently occurring affixes as a clue to the meaning of a word.
  - ELAGSE1L4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
- ELAGSE1L5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - ELAGSE1L5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - ELAGSE1L5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - ELAGSE1L5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- ELAGSE1L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).**





# Teaching & Learning Standards

**Math**

**1st Grade**

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HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will be able to use mathematical practices to help make sense of the real world.*

GA Standard Code

- MP.1** Make sense of problems and persevere in solving them.
- MP.2** Reason abstractly and quantitatively.
- MP.3** Construct viable arguments and critique the reasoning of others.
- MP.4** Model with mathematics.
- MP.5** Use appropriate tools strategically.
- MP.6** Attend to precision.
- MP.7** Look for and make use of structure.
- MP.8** Look for and express regularity in repeated reasoning.

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will be able to reason, describe, and analyze quantitatively using units and number systems to make sense of and solve problems.*

GA Standard Code

**MGSE1.OA Add and subtract within 20.**

MGSE1.OA.6a 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  $6 + 6 + 1 = 12 + 1 = 13$ ).

MGSE1.OA.6b Fluently add and subtract within 10.

**MGSE1.NBT Extend the counting sequence.**

MGSE1.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.

**MGSE1.NBT Understand place value.**

MGSE1.NBT.2a Understand 10 can be thought of as a bundle of ten ones — called a “ten.”

- MGSE1.NBT.2 Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones and that 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).
- MGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

**MGSE1.NBT Use place value understanding and properties of operations to add and subtract.**

- MGSE1.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 ten (e.g.,  $24 + 9$ ,  $13 + 10$ ,  $27 + 40$ ), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- MGSE1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- MGSE1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), 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. (e.g.,  $70 - 30$ ,  $30 - 10$ ,  $60 - 60$ )
- MGSE1.NBT.7 Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)

**MGSE1.MD Tell and write time.**

- MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will be able to create, interpret, use, and analyze patterns of algebraic structures to make sense of problems.*

GA Standard Code

**MGSE1.OA Represent and solve problems involving addition and subtraction.**

- MGSE1.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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- MGSE1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**MGSE1.OA Understand and apply properties of operations and the relationship between addition and subtraction.**

- MGSE1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)
- MGSE1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

**MGSE1.OA Add and subtract within 20.**

- MGSE1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

**MGSE1.OA Work with addition and subtraction equations.**

- MGSE1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .*
- MGSE1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \square - 3$ ,  $6 + 6 = \Delta$ .*

HCS Graduate  
Learner Outcome

**As a Henry County graduate, I will be able to prove, understand, and model geometric concepts using appropriate tools, theorems, and constructions to solve problems and apply logical reasoning.**

GA Standard Code

**MGSE1.MD Measure lengths indirectly and by iterating length units**

- MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- MGSE1.MD.2 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. (Iteration)

**MGSE1.G Reason with shapes and their attributes.**

- MGSE1.G.1 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.
- MGSE1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions.

MGSE1.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.

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will be able to use a variety of data analysis and statistics strategies to analyze, develop, and evaluate inferences based on data.*

GA Standard Code

**MGSE1.MD Represent and interpret data.**

MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.



# Teaching & Learning Standards

**Science**

**1st Grade**

*Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards*

**HCS Graduate Learner Outcome** *As a Henry County graduate, I will understand and analyze the role of water in Earth processes, the dynamics and composition of the atmosphere and global processes influencing weather and climate.*

**GA Standard Code**

**S1E1 Obtain, evaluate, and communicate weather data to identify weather patterns.**

- S1E1a Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type.
- S1E1b Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).
- S1E1c Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically.
- S1E1d Analyze data to identify seasonal patterns of change.

**HCS Graduate Learner Outcome** *As a Henry County graduate, I will apply scientific and engineering practices to understand and analyze molecular, structural, and chemical biology as they relate to biological systems and each level of organization from cells to organ systems.*

**GA Standard Code**

**S1L1 Obtain, evaluate, and communicate information about the basic needs of plants and animals.**

- S1L1a Develop models to identify the parts of a plant—root, stem, leaf, and flower.
- S1L1b Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).
- S1L1c Design a solution to ensure that a plant or animal has all of its needs met.

**HCS Graduate Learner Outcome** *As a Henry County graduate, I will understand and analyze energy and the characteristics of waves as demonstrated through the integration of scientific practices.*

**GA Standard Code**

**S1P1 Obtain, evaluate, and communicate information to investigate light and sound.**

- S1P1a Use observations to construct an explanation of how light is required to make objects visible.
- S1P1b Ask questions to identify and compare sources of light.

- S1P1c Plan and carry out an investigation of shadows by placing objects at various points from a source of light.
- S1P1d Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate.
- S1P1e Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will understand and analyze forces, mass, motion, and interactions through scientific processes and practices.*

GA Standard Code

**S1P2 Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects.**

- S1P2a Construct an explanation of how magnets are used in everyday life.
- S1P2b Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.



# Teaching & Learning Standards

## **Social Studies**

### **1st Grade**

*Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards*

**HCS Graduate Learner Outcome** *As a Henry County graduate, I will use my understanding of continuity and change to analyze a variety of sources, perspectives and historical influences.*

GA Standard Code

**SS1H1 Read about and describe the life of historical figures in American history.**

- SS1H1a Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).
- SS1H1b Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).

**HCS Graduate Learner Outcome** *As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.*

GA Standard Code

**SS1G1 Describe how each historic figure in these learner outcomes was influenced by his or her time and place.**

- SS1G1a American colonies (Benjamin Franklin and Thomas Jefferson)
- SS1G1b American frontier (Lewis & Clark and Sacagawea)
- SS1G1c National Parks (Theodore Roosevelt)
- SS1G1d Southern U.S. (George Washington Carver and Ruby Bridges)

**SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.**

**SS1G3 Locate major topographical features of the earth's surface.**

- SS1G3a Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
- SS1G3b Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.
- SS1G3c Identify and describe landforms (mountains, deserts, valleys, and coasts).

**Map and Globe Skills**    **Use maps to retrieve social studies information.**

- Map and Globe Skills    Use intermediate directions.
- Map and Globe Skills    Use a compass rose to identify cardinal directions.
- Map and Globe Skills    Use a map to explain impact of geography on historical and current events.

**HCS Graduate Learner Outcome**    ***As a Henry County graduate, I will I will apply my understanding of our founding documents, civic ideals and practices, and rights and responsibilities to actively participate as an engaged citizen.***

GA Standard Code

- SS1CG1**    Describe how the historical figures in SS1H1a display positive character traits such as fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.
- SS1CG2**    Explore the concept of patriotism through the words in the songs *America (My Country 'Tis of Thee)* and *America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc.)*.

**HCS Graduate Learner Outcome**    ***As a Henry County graduate, I will apply the concepts and processes from economics to issues of personal finance and local, national and global markets.***

GA Standard Code

- SS1E1**    Identify goods that people make and services that people provide for each other.
- SS1E2**    Explain that scarcity is when unlimited wants are greater than limited resources.
- SS1E3**    Describe how people are both producers and consumers.
- SS1E4**    Explain that people earn income by working and that they must make choices about how much to save and spend.

**HCS Graduate Learner Outcome**    ***As a Henry County graduate, I will apply my knowledge of discipline-based processes and skills to question, research, communicate and present supported arguments and foster civic discourse.***

GA Standard Code

**Information Processing Skills**    **Locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.**

- Information Processing Skills    Distinguish between fact and opinion.
- Information Processing Skills    Identify main idea, detail, sequence of events, and cause and effect in a social studies context.
- Information Processing Skills    Identify and use primary and secondary sources.
- Information Processing Skills    Interpret timelines, charts, and tables.

Information  
Processing Skills

Compare similarities and differences.

Information  
Processing Skills

Organize items chronologically.

Information  
Processing Skills

Identify issues and/or problems and alternative solutions.