

Teaching through Technology Connections



The Cleveland School District administration is committed and supports the integration of technology into all areas of the curriculum. The belief is that students who become proficient in technology will be better prepared for college and careers.

Technology in ELA

Technology is being used in classrooms to collaborate, create content, and solve problems. In addition to student computers and computer labs, students and teachers also have access to Smart Boards, Smart Tables, Promethean boards, tablets, and iPads in order to enhance their speaking, listening, reading, writing and language use. Online searches are devised in order to acquire useful information and integrate what they are learning through technology with what they are learning offline. Teachers and students have become familiar with a variety of technology tools and are able to select those tools which best match their communication goals.

Kindergarten and 1st Grade

Writing, Speaking, and Listening Standards

1. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
2. Confirm understanding of a text read aloud or information presented orally or through other media by answering and asking questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions about key details in text read aloud or information presented orally or through other media.

Websites

The Write Source (standard 1)

<http://www.thewritesource.com/>

Recipes for Good Writing (standard 1)

<http://farr-integratingit.net/Theory/RecipesForWriting/>

Starfall (standards 2, 3)

<http://www.starfall.com/>

Literative (standards 2, 3)

<http://www.literative.com/Home/index.asp>

Leading to Read (standards 2, 3)

<http://www.rif.org/kids/leadingtoreading/en/leadingtoreading.htm>

Online Audio Read-Alouds (standards 2, 3)

<http://www.livebinders.com/play/play/237682>

Links to Early Childhood Websites (standards 1, 2, 3)

Pre-K <http://www.livebinders.com/play/play?id=152206>

Kindergarten <http://www.livebinders.com/play/play?id=152206>

First Grade <http://www.livebinders.com/play/play?id=152206>

Elementary Reading Literacy First on Pinterest (standards 1, 2, 3)

<http://www.pinterest.com/dreafinley/elementary-reading-literacy-first-common-core/>

MSCCR#	English/Language Arts Standards	Reporting Period			
		1	2	3	4
	Reading Standards for Literature				
1.RL.1.1	Retell familiar stories; Ask and answer questions about key details of a text	X	X	X	X
1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson. Identify the main topic.				
1.RL.1.3	Describe characters, settings, and major events in a story, using key details. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X	X	X
1.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				
1.RL.1.5	Explain differences between fiction and nonfiction	X	X	X	X
1.RL.1.6	Identify words/ phrases that suggest feelings; Identify who is telling story	X	X	X	X
1.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.				
1.RL.1.9	Compare and contrast texts on the same topic; Compare and contrast experiences of characters		X	X	X
1.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	X	X	X	X
	Reading: Informational Text				
1.RI.1.1	Ask and answer questions about key details in a text.	X	X	X	X
1.RI.1.2	Identify the main topic and retell key details of a text.	X	X	X	X
1.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X	X	X
1.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	X	X	X	X
1.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic navigation icons) to locate key facts or information in a text.	X	X	X	X
1.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	X	X	X	X
1.RI.1.7	Use the illustrations and details in a text to describe its key ideas	X	X	X	X
1.RI.1.8	Identify the reasons an author gives to support points in a text	X	X	X	X
1.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		X	X	X
1.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	X	X	X	X
	Foundational Skills				
1.RF.1a	Recognize the features of a sentence, including capitalization of first word and ending punctuation	X	X	X	X
1.RF.2a	Distinguish long vowel sounds from short vowel sounds; Decode one syllable words	X	X	X	X
1.RF.2c	Isolate and pronounce beginning, middle and ending sounds in words; Segment words into sounds	X	X	X	X
1.RF.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	x	x	x	x
1.RF.3a	Know common digraphs (sh, ch, th, wh)	X	X	X	X
1.RF.3b	Decode regularly spelled one-syllable words.	x	x	x	x
1RF.3c	Know conventions of long vowel sounds including silent e and two vowels together (ee, ai, etc.)		X	X	X
1RF.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		x	x	X
1RF.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.		x	x	x
1.RF.3f	Read words with inflectional endings; Break some 2 syllable words into syllables to decode		X	X	X
1.RF.3g	Read grade level high-frequency words by sight	X	X	X	X
	Use context to monitor for meaning; Self-correct as needed	X	X	X	X
1.RF1.4.a-c	Read grade level texts with accuracy, appropriate rate, expression and understanding	X	X	X	X

Writing Standards					
1.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.	X	X	X	X
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure		X	X	X
1.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.		X	X	X
1.W.5	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.			X	X
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			x	X
1.W.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions			x	X
1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question			x	x
Speaking and Listening Standards					
1.SL.1a	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).	X	X	X	X
1.SL.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	X	X	X	X
1.SL.1c	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.				
1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X	X	X	X
1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	X	X	X	X
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X	X	X	X
1.SL.5	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X	X	X	X
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	X	X	X	X
Language Standards (Written and Spoken Language)					
1.L.1a	Print all upper- and lowercase letters	X	X	X	X
1.L.1b	Use common, proper, and possessive nouns	X	X	X	X
1.L.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	X	X	X	X
1.L.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	X	X	X	X
1.L.1e	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	X	X	X	X
1.L.1f	Use frequently occurring adjectives.	X	X	X	X
1.L.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	X	X	X	X
1.L.1h	Use determiners (e.g., articles, demonstratives).	X	X	X	X
1.L.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).	X	X	X	X
1.L.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	X	X	X	X
1.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	X	X	X	X
1.L.2a	Capitalize dates and names of people.	X	X	X	X
1.L.2b	Use end punctuation for sentences	X	X	X	X

1.L.2c	Use commas in dates and to separate single words in a series	X	X	X	X
1.L.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	X	X	X	X
1.L.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	X	X	X	X
Vocabulary Acquisition and Use					
1.L.1.4	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	X	X	X	X
1.L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	X	X	X	X
1.L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	X	X	X	X
1.L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	X	X	X	X
1.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	X	X	X	X
1.L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	X	X	X	X
1.L.1.5b	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).	X	X	X	X
1.L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	X	X	X	X
1.L.1.5d	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.	X	X	X	X
1.L.1.6	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., because).	X	X	X	X

MATHEMATICS STANDARDS

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

- 1. Students develop strategies for adding and subtracting whole numbers based on their prior [work](#) with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

- 2. [Students](#) develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.
- 3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.¹
- 4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Grade 1 Overview

• Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and [apply](#) properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

• Number and Operations in Base Ten

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

• Measurement and Data

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

• Geometry

- Reason with shapes and their attributes.

• Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.

- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

MSCCR#	Mathematics Standards	Reporting Period			
	Operations and Algebraic Thinking – Standards apply to both numerical and word problems				
1.OA.A.1	Use addition within 20 to solve problems with unknowns in all positions ($11+4=$ __, $11+$ __= 15). 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.	X	X	X	X
1.OA.A.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.	X	X	X	X
1.OA.B.3	Apply properties of operations as strategies to add and subtract.2 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.)	X	X	X	X
1.OA.B.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.		X	X	X
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	X	X	X	X
1.OA.C.6	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 $6 + 6 + 1 = 12 + 1 = 13$).	X	X	X	X
1.OA.CD7	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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	X	X	X	X
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.				
	Numbers and Operations in Base Ten				
1.NBT.A.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.	X	X	X	X
1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		X	X	X
1.NBT.B.2a	10 can be thought of as a bundle of ten ones — called a “ten.”	X	X	X	X
1.NBT.B.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	X	X	X	X
1.NBT.B.2c	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).	X	X	X	X
1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	X	X	X	X
1.NBT.C.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 and tens, ones and ones; and sometimes it is necessary to compose a ten.	X	X	X	X
1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	X	X	X	X
1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 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	X	X	X	X
	Measurement and Data				
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a		X	X	X

	third object.				
1.MD.A.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.		X	X	X
1.MD.A.3	Tell and write time in hours and half-hours using analog and digital clocks.		X	X	X
1.MD.A.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			X	X
	Geometry				
1.G.A.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.			X	X
1.G.A.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			X	X
1.G.A.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.			X	X

CSD First Grade CCSS

MSCCR#	Subject Areas/Social Skills	Reporting Period taught			
		1	2	3	4
	Social Studies				
	Demonstrate understanding of Social Studies concepts	X	X	X	X
	Participate and show interest in Social Studies	X	X	X	X
	Science				
	Demonstrate understanding of Science concepts	X	X	X	X
	Participate and show interest in Science		X	X	X
	Social Skills and Work Habits				
	Show enthusiasm for learning	X	X	X	X
	Demonstrate appropriate self-control	X	X	X	X
	Interact well with peers and adults	X	X	X	X
	Respect others	X	X	X	X
	Stay on task	X	X	X	X
	Work independently	X	X	X	X

Comments:

X -Represents the skill is introduced, being taught, and is eventually mastered.