



# Essential Standards

## Quick Guide – First Grade

This document outlines the essential standards for First Grade English Language Arts, Mathematics, Science, and Social Studies, which are foundational for future grades in each discipline.

Essential standards are explicitly taught, assessed more than once, and targeted for intervention if students have not yet reached proficiency. Assessments can be both formative and summative. Interventions are implemented within the classroom to support students who are not yet proficient.

All Idaho Content Standards are detailed in the Essential Standards Extended Guide.

### ELA Essential Standards

| ELA Essential Standards  |
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| 1.FR.PA.2a: Distinguish long from short vowel sounds in spoken single-syllable words.  |
| 1.FR.PA.2d: Delete initial and final sounds in spoken single syllable words and say the resulting word.  |
| 1.FR.PA.2e: Segment and blend sequences of individual sounds in spoken single-syllable words.  |
| 1.FR.PH.3a: Know the spelling-sound correspondences for common consonant digraphs.   |
| 1.FR.PH.3b: Decode regularly spelled one-syllable words.   |
| 1.FR.PH.3c: Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe).                       |
| 1.FR.PH.3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.                            |
| 1.FR.PH.3e: Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. |
| 1.FR.PH.3f: Decode two-syllable words following basic patterns by breaking the words into syllables.   |
| 1.FR.PH.3g: Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est).  |
| 1.FR.PH.3h: Recognize and read grade-appropriate irregularly spelled words (e.g., what, said, have).   |
| 1.RC.RF.4: Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings.                        |



| <b>ELA Essential Standards</b>   |
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| 1.RC.L.5a: Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. |
| 1.RC.NF.6a: Retell key details of texts that demonstrate understanding of the main topics of texts heard or read.  |
| 1.VD.WB.2b: Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms.  |
| 1.W.HWK.2: Print legibly and space words appropriately when writing a complete sentence.   |
| 1.GC.GU.1h: Produce and expand complete sentences in response to prompts.  |
| 1.GC.M.2a: Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud.   |
| 1.GC.M.2c: Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I".   |
| 1.GC.M.3a: Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words.   |

## Math Essential Standards

| <b>Math Essential Standards</b>  |
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| 1.OA.A.1 Solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations.                                    |
| 1.OA.B.4 Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.  |
| 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, with the unknown in any position.   |
| 1.NBT.A.1. Starting at a given number, count forward and backwards within 120 by ones. Skip count by twos to 20, by fives to 100, and by tens to 120. In this range, read and write numerals and represent a number of objects with a written numeral.                                     |
| 1.NBT.C.4. Add whole numbers within 100 by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationship between addition and subtraction.  |
| 1.NBT.C.4a. Add a two-digit number and a one-digit number.   |
| 1.NBT.C.4b. Add a two-digit number and a multiple of ten.  |
| 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. |



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| <b>Math Essential Standards</b> |
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| 1.MD.C.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. |
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## Science Essential Standards

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| <b>Essential Standards</b> |
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| <b>Physical Science</b> |
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| 1-PS-1.1 With guidance and support, plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. |
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| 1-PS-1.3 With guidance and support, plan and conduct investigations to determine the effect of placing materials in the path of a beam of light. |
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| 1-PS-1.4 Design and build a device that uses light or sound to communicate over a distance. |
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| <b>Life Science</b> |
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| 1-LS-1.1 Design and build a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. |
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| 1-LS-1.2 Make observations to construct an evidence-based explanation that offspring are similar to, but not identical to, their parents. |
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| <b>Earth and Space Science</b> |
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| 1-ESS-1.1 Use observations of the Sun, Moon, and stars to describe patterns that can be predicted. |
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| 1-ESS-1.2 Make observations at different times of year to relate the amount of daylight to the time of year. |
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## Social Studies Essential Standards

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| <b>Social Studies Essential Standards</b> |
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| 1.SS.1.1 Compare differences in the ways families in the United States live today to how they lived in the past. |
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| 1.SS.2.1 Develop geographic skills by: a) using basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps; c) locating Idaho, the United States, continents, and oceans on maps and globes; and d) constructing simple maps and including a title, map legend or key, and compass rose. |
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| 1.SS.3.2 Distinguish between wants and needs and provide examples of each. |
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| 1.SS.4.1 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc. |
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| 1.SS.4.2 Explain the importance of patriotic traditions and symbols, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both. |
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| 1.SS.4.6 Name some responsibilities that students have at home and school. |
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| <b>Social Studies Essential Standards</b> |
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| 1.SS.5.1 Compare family life, structures, and daily routines of various cultures around the world. |
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**For Questions Contact**

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