

Grade 1 Skills Across the Grade Levels Unit One

The table below shows the major skills and concepts addressed in Unit One. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Kindergarten, elsewhere in Grade 1, and also in Grade 2. The Competencies & Experiences chart in Getting Started (pp. 91–96) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT ONE	GRADE K	GRADE 1, UNIT 1	ELSEWHERE IN GRADE 1	GRADE 2
Count, read, and write numbers to 100	I	D	Units Three, Four, and Six All months of Number Corner	R/E
Estimate the number of objects in a collection up to 100 with reasonable accuracy using a benchmark of 10	I	D	December Number Corner	R/E
Count by 1's, 5's, and 10's	I	D	Units Two–Four and Six All months of Number Corner	R/E
Solve addition and subtraction story problems using models, pictures, and/or numbers	I	D	Units Two–Four and Six October Number Corner	R/E
Solve multiplication and division story problems using pictures, symbols, equations, and/or words	I	I	Units Three, Four, and Six	D
Generate at least 5 or 6 different ways to sort a collection of objects and describe the groups formed using categorical labels	I	D	Unit Two, Four, and Five October Number Corner	M
Create a simple 2- or 3-column real graph by sorting a collection of objects	I	D	Units Three–Five	N/A
Transfer information from a real graph to a picture graph, bar graph, or tally chart and label the columns and title the graph	I	D		R/E
Make a variety of statements about simple 2- and 3-column picture graphs	I	D	Units Three–Five	R/E
Locate positions on a coordinate grid	N/A	I	Units Five and Six	D

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D – Skill or concept is developed.

M – Skill or concept is expected to be mastered.

R/E – Skill or concept is reviewed, practiced, and/or extended to higher levels.

S – Support materials are provided for students who require intervention or additional practice.

N/A – Skills or concept is not addressed.

Grade 1 Skills Across the Grade Levels Unit Two

The table below shows the major skills and concepts addressed in Unit Two. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Kindergarten, elsewhere in Grade 1, and also in Grade 2. The Competencies & Experiences chart in Getting Started (pp. 91–96) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT TWO	GRADE K	GRADE 1, UNIT 2	ELSEWHERE IN GRADE 1	GRADE 2
Count by 1's, 5's, and 10's	I	D	Units One, Three, Four, and Six All months of Number Corner	R/E
Solve addition facts with sums to 20 using objects/drawings and numbers	I	D	Units Three and Four September, October, and December – May/June Number Corner	R/E
Solve subtraction facts from 5 using objects/drawings and numbers	I	M	Unit Four January–May/June Number Corner	R/E
Solve addition and subtraction story problems using models, pictures, and/or numbers	I	D	Units One, Three, Four, and Six October Number Corner	R/E
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	I	D	Units Three and Four All months of Number Corner	R/E
Recognizing and modeling odd and even numbers	I	I/D		D
Describe, extend, and make generalizations about numeric and geometric patterns	I	D	Units Four and Six All months of Number Corner	D
Determine one quantity when given another based on a simple relationship	I	I/D	Units Three, Four, and Six May/June Number Corner	D
Find the value of mixed collections of pennies, nickels, and dimes	I	D	Unit Three All months of Number Corner	M

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R/E – Skill or concept is reviewed, practiced, and/or extended to higher levels.

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N/A – Skills or concept is not addressed.

Grade 1 Skills Across the Grade Levels Unit Three

The table below shows the major skills and concepts addressed in Unit Three. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Kindergarten, elsewhere in Grade 1, and also in Grade 2. The Competencies & Experiences chart in Getting Started (pp. 91–96) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT THREE	GRADE K	GRADE 1, UNIT 3	ELSEWHERE IN GRADE 1	GRADE 2
Count, read, and write numbers to 100	I	D	Units One, Four, and Six All months of Number Corner	R/E
Count quantities up to 100 by groups of 10's and 1's	I	I/D	Units Four and Six All months of Number Corner	R/E
Count by 1's, 2's, 5's, and 10's	I	D	Units One, Two, Four, and Six All months of Number Corner	R/E
Solve addition facts with sums to 20 using objects/drawings and numbers	I	D	Units Two and Four September, October, and December–May Number Corner	R/E
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	I	D	Units Two and Four All months of Number Corner	R/E
Solve addition and subtraction story problems using models, pictures, and/or numbers	I	D	Units One, Two, Four, and Six October Number Corner	R/E
Solve multiplication and division story problems using pictures, symbols, equations, and/or words	I	I/D	Units One, Four, and Six	D
Find the value of mixed collections of pennies, nickels, dimes, and quarters	I	D	Unit Two All months of Number Corner	M
Tell time to the nearest 5 minutes on an analog clock	N/A	I	All months of Number Corner	M
Determine one quantity when given another based on a simple relationship	I	D	Units Two, Four, and Six May/June Number Corner	D

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Grade 1 Skills Across the Grade Levels Unit Four

The table below shows the major skills and concepts addressed in Unit Four. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Kindergarten, elsewhere in Grade 1, and also in Grade 2. The Competencies & Experiences chart in Getting Started (pp. 91–96) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT FOUR	GRADE K	GRADE 1, UNIT 4	ELSEWHERE IN GRADE 1	GRADE 2
Compare the length and weight of objects using terms like <i>longer than</i> , <i>shorter than</i> , <i>heavier than</i> , and <i>lighter than</i>	I	M		N/A
Measure length in inches	N/A	I/D		D
Measure weight in pounds	N/A	I		N/A
Measure temperature in degrees Fahrenheit using a thermometer	N/A	I	All months of Number Corner	N/A
Count, read, and write numbers to 100	I	D	Units One, Three, and Six All months of Number Corner	R/E
Count quantities up to 100 by groups of 10's and 1's	I	D	Units Three and Six All months of Number Corner	M
Solve addition facts with sums to 20 using objects/drawings and numbers	I	M	Units Two and Three September, October, and December–May/ June Number Corner	R/E
Solve subtraction facts from 10 using objects/drawings and numbers	I	M	Unit Two January and May/June Number Corner	R/E
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	I	M	Units Two and Three All months of Number Corner	R/E
Solve addition and subtraction story problems using models, pictures, and/or numbers	I	D	Units One, Two, Four, and Six October Number Corner	R/E
Solve multiplication and division story problems using models, pictures, and/or numbers	I	D	Units One–Three and Six October Number Corner	D
Describe, extend, and make generalizations about numeric and geometric patterns	I	D	Units Two and Six All months of Number Corner	D
Determine one quantity when given another based on a simple relationship	I	D	Units Two, Three, and Six May/June Number Corner	D

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N/A – Skills or concept is not addressed.

Grade 1 Skills Across the Grade Levels Unit Five

The table below shows the major skills and concepts addressed in Unit Five. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Kindergarten, elsewhere in Grade 1, and also in Grade 2. The Competencies & Experiences chart in Getting Started (pp. 91–96) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT FIVE	GRADE K	GRADE 1, UNIT 5	ELSEWHERE IN GRADE 1	GRADE 2
Generate at least 5 or 6 different ways to sort a collection of objects and describe the groups formed using categorical labels	I	D	Units One, Two, and Four October Number Corner	M
Recognize, describe, and compare a variety of 2- and 3-dimensional shapes	I	D	March Number Corner	D
Classify 2-dimensional shapes by the number of sides and vertices	I	D		M
Use proportional and spatial reasoning to compose and decompose shapes into larger and smaller shapes (e.g., use 6 triangles to compose a hexagon)	I	D	Unit Six November, January, and April Number Corner	D
Explore flips and rotations	N/A	I		D
Recognize lines of symmetry and create shapes with lines of symmetry	N/A	I		D
Locate positions on a coordinate grid	N/A	D	Units One and Six	D
Give and follow directions about location using the words diagonal, horizontal, and vertical	N/A	I		D

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N/A – Skills or concept is not addressed.

Grade 1 Skills Across the Grade Levels Unit Six

The table below shows the major skills and concepts addressed in Unit Six. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Kindergarten, elsewhere in Grade 1, and also in Grade 2. The Competencies & Experiences chart in Getting Started (pp. 91–96) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT SIX	GRADE K	GRADE 1, UNIT 6	ELSEWHERE IN GRADE 1	GRADE 2
Count, read, and write numbers to 100	I	M	Units One, Three, and Four All months of Number Corner	R/E
Count quantities up to 100 by groups of 10's and 1's	I	M	Units Three and Four	R/E
Count by 1's, 2's, 5's, and 10's	I	M	Units One–Four All months of Number Corner	R/E
Solve addition and subtraction story problems using models, pictures, and/or numbers	I	M	Units One, Two, Four, and Six October Number Corner	R/E
Solve multiplication and division story problems using models, pictures, and/or numbers	I	D	Units One–Four October Number Corner	D
Describe, extend, and make generalizations about numeric and geometric patterns	I	D	Units Two and Four All months of Number Corner	D
Determine one quantity when given another based on a simple relationship	I	D	Units Two–Four May/June Number Corner	D
Locate positions on a coordinate grid	N/A	D	Units One and Five	D
Determine the area and perimeter of rectangles using non-standard units	N/A	I	April Number Corner	D
Use proportional and spatial reasoning to compose and decompose shapes into larger and smaller shapes (e.g., compose rectangles from small squares)	I	D	Unit Five November, January, and April Number Corner	D

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N/A – Skills or concept is not addressed