

1st Grade Learner Expectations for the 1st Trimester



As a result of their schooling, students will be able to:

Reading, Writing, and Communicating

- **Uses strategies to develop and expand oral vocabulary**
-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **Participates and listens in group discussions**
-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).
- **Identifies and uses individual sounds in speech**
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **Reads and understands grade level literature**
-Describe characters, settings, and major events in a story, using key details.
-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Compare and contrast the adventures and experiences of characters in stories.
- **Reads and understands grade level informational texts**
- Activate schema and background knowledge to construct meaning
- **Combines letter sounds to read words**
-Know and apply grade-level phonics and word analysis skills in decoding words.
- Decode regularly spelled one-syllable words.
- Read words with inflectional endings.
- Use onsets and rimes to create new words. (ip to make dip, lip, slip, ship)
- Accurately decode unknown words that follow a predictable letter/sound relationship.
- **Uses strategies to read words and find their meanings**
-Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- 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.
- Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **Uses the writing process to create different types of texts**
-No evidence outcome for this indicator.
- **Uses correct grammar and punctuation**
-Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences. (e.g., He hops; We hop).
- Use frequently occurring adjectives.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- **Participates in independent and shared research and writing**
-Write or dictate questions for inquiry that arise during instruction.
- **Gathers and shares information to answer questions**
- No evidence outcome for this indicator.

Math

NOTE: If a Unit Plan spans across two trimesters, all evidence outcomes are listed under the latter trimester.

- **Represent and solve problems involving addition and subtraction**
- Use addition and subtraction within 20 to solve word problems.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
- Use the equal sign to demonstrate equality in number relationships.
- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
- **Add and subtract within 20**
- Relate counting to addition and subtraction.
- Add and subtract within 20 using multiple strategies.
- Demonstrate fluency for addition and subtraction within 10.
- **Extend the counting sequence**
- No evidence outcomes mastered during trimester for this indicator.
- **Understand place value**
- No evidence outcomes mastered during trimester for this indicator.
- **Use properties of operations to add and subtract**
- Apply properties of operations as strategies to add and subtract.
- Relate subtraction to unknown-addend problems.
- **Measure lengths indirectly and directly with length units**
- No evidence outcomes mastered during trimester for this indicator.
- **Tell and write time**
- No evidence outcomes mastered during trimester for this indicator.
- **Represent and interpret data**
- No evidence outcomes mastered during trimester for this indicator.
- **Reason with shapes and their attributes**
- No evidence outcomes mastered during trimester for this indicator.

Science

Physical Science

Solids and Liquids

- **Identifies properties of solids and liquids**
-Identify and represent similarities and differences such as the texture, size, color and shape of various materials on Earth.
-Identify the similarities and differences of two or more groups of solids or liquids.
-Classify solids and liquids based on their properties, and justify your choice based on evidence.

Life Science

Insects and Plants

- **Understands offspring have similar/different characteristics from parents**
-Use evidence to analyze similarities and differences between parents and offspring in a variety of organisms including both plants and animals.
-Analyze and interpret data regarding the similarities and differences between parents and offspring.
-Question peers about evidence used in developing ideas about similarities and differences between parents and offspring.
-Interpret information represented in pictures, illustrations, and simple charts.
- **Knows that living things have physical characteristics that help it survive**
- Identify organisms and use evidence based scientific explanations for classifying them into groups.
- Analyze and interpret data about the needs of plants and animals.
-Use direct observations and other evidence to support ideas concerning physical characteristics that help plants and animals survive.

Earth Science

Pebbles, Sand, and Silt

- **Compares and classifies Earth's materials based on their properties**
-Identify and represent similarities and differences such as the texture, size, color and shape of various materials on Earth.
-Sort, group, and classify Earth's materials based on observations and explorations.
-Make predictions about how a material on Earth might be useful based on its properties.
-Communicate ideas about the differences between soils from different places.
- Utilize a variety of tools to observe, analyze, record, and compare Earth's materials.
-Analyze the impact of reducing, reusing, and recycling various materials.

Social Studies

History

- **Describes patterns and chronological order of events in the recent past**
 - Arrange life events in chronological order
 - Identify the components of a calendar. Topics to include but not limited to days of the week, months, and notable events.
 - Identify past events using a calendar.
 - Use words related to time, sequence, and change.
- **Compares and contrasts characteristics of different cultural traditions**
 - Identify similarities and differences between themselves and others.
 - Discuss common and unique characteristics of different cultures using multiple sources of information.
 - Identify famous Americans from the past who have shown courageous leadership.
 - Identify and explain the meaning of American National symbols. Symbols to include but not limited to the American flag, bald eagle, Statue of Liberty, Uncle Sam, the Capitol, and the White House.

Geography

- **Uses geographic tools such as maps and globes to represent places**
 - Explain that maps and globes are different representations of Earth.
 - Use terms related to directions-forward and backward, left and right-and distance-near and far-when describing locations.
 - Recite address including city, state, and country and explain how these labels help find places on the map.
 - Distinguish between land and water on a map or globe.
 - Create simple maps showing both human and natural features.
- **Describes how people interact with each other and the environment**
 - Identify examples of boundaries that affect family and friends.
 - Give examples of how people use and interrelate with Earth's resources.
 - Identify how community activities differ due to physical and cultural characteristics.
 - Give examples of how schools and neighborhoods in different places are alike and different.
 - Identify cultural and family traditions and their connections to other groups and the environment.

Economics

- **Gives examples of different jobs and goods and services they produce**
 - Give examples of different types of business and the goods and services they produce for the community.
 - Give examples of types of jobs people in your family have.
 - Recognize that people have a choice about what kinds of jobs they do.
- **Identifies how to meet short-term financial goals**
 - Define a short-term financial goal.
 - Identify examples of short-term financial goals.

- Discuss sources of income needed to meet short-term goals such as but not limited to gifts, borrowing, allowances, and income.

Civics

- **Understands that effective groups have good leaders and team members**
 - Describe the characteristics of responsible leaders.
 - Identify the attributes of a responsible team member.
 - Demonstrate the ability to be both a leader and a team member.
- **Describes notable people, places holidays, and patriotic symbols**
 - Give examples of notable leaders of different communities including but not limited to the president, mayor, governor, and law enforcement.
 - Give examples of various patriotic symbols to include but not limited to the flag, bald eagle, Uncle Sam, and the national anthem.
 - Identify significant places including but not limited to the Statue of Liberty, capitol, the White House, and important community sites.
 - Identifies significant civic holidays
 - Identify the American flag and the Colorado flag.

Reviewing the New Language

Learner Expectations:

The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. What do students need to know from preschool through eighth grade? These are the statements contained in the report card.

Evidence Outcomes:

The indication that a student is meeting an expectation at the mastery level. How do we know that a student can do it?

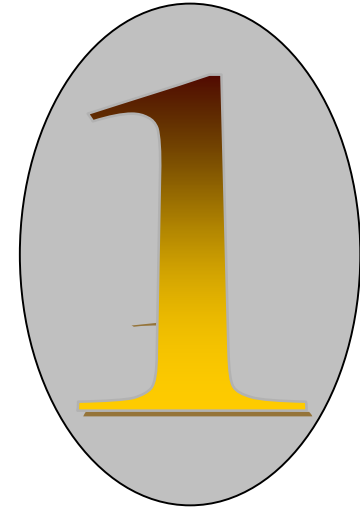
Example:

Learner Expectation:

Add and subtract within 20

Evidence Outcome(s):

- Demonstrate fluency for addition and subtraction within 10.



Report Card Indicators 2018-2019

1st Trimester

This school year Colorado has new academic standards for students. Colorado state academic standards are the expectations of what students need to know and be able to do. They also express what Colorado sees as the future skills and essential knowledge for our next generation to be successful.

Academic standards are important because they help ensure that all students are prepared for success in college and the workforce. They provide a framework of clear and consistent expectations for students, parents, and teachers; assist in building your child's knowledge and skills; and set high goals for all students.