

1st Grade Learner Expectations for the 3rd Trimester



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

Reading, Writing, and Communicating

- **Uses strategies to develop and expand oral vocabulary**
 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - Give and follow simple two step directions.
- **Participates and listens in group discussions**
 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up confusion about the topics and texts under discussion.
 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **Identifies and uses individual sounds in speech**
 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **Reads and understands grade level literature**
 - Make predictions about what will happen in the text and explain whether they were confirmed or not and why.
 - Follow and replicate patterns in predictable poems.
 - Use illustrations and details in a story to describe its characters, setting, or events.
 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
 - Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **Reads and understands grade level informational texts**
 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
 - Use the illustrations and details in a text to describe its key ideas.
 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 - With prompting and support, read informational texts appropriately complex for grade 1.
 - Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.

- **Combines letter sounds to read words**
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Recognize and read grade-appropriate irregularly spelled words.
- **Uses strategies to read words and find their meanings**
 - 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.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - Create new words by combining base words with affixes to connect known words to new words. Identify and understand compound words.
- **Uses the writing process to create different types of texts**
 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
 - 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.
 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **Uses correct grammar and punctuation**
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use determiners (e.g., articles, demonstratives).
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- **Participates in independent and shared research and writing**
 - Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information.
- **Gathers and shares information to answer questions**
 - 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).
 - Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?).
 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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**
 - No evidence outcomes mastered during trimester for this indicator.
- **Add and subtract within 20**
 - No evidence outcomes mastered during trimester for this indicator.

- **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**
 - 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, using concrete models or drawings, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
 - Mentally find 10 more or 10 less than any two-digit number, without counting; explain the reasoning used.
 - 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 addition and subtraction strategies to a written method and explain the reasoning used.
- **Measure lengths indirectly and directly with length units**
 - Order three objects by length; compare the lengths of two objects indirectly by using a third object.
 - Express the length of an object as a whole number of length units.
- **Tell and write time**
 - Tell and write time in hours and half-hours using analog and digital clocks.
 - Identify coins (add quarters) and find the value of a collection of two or more coins (PFL)
- **Represent and interpret data**
 - No evidence outcomes mastered during trimester for this indicator.
- **Reason with shapes and their attributes**
 - Distinguish between defining attributes versus non-defining attributes.
 - Build and draw shapes to possess defining attributes.
 - Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.
 - Describe 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 equal shares.

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.
 - Communicate ideas about the differences between soils from different places.
 - Use a variety of tools to observe, analyze, record, and compare Earth's materials.
 - Analyze the impact of reducing, reusing, and recycling various materials.

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.
 - 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?

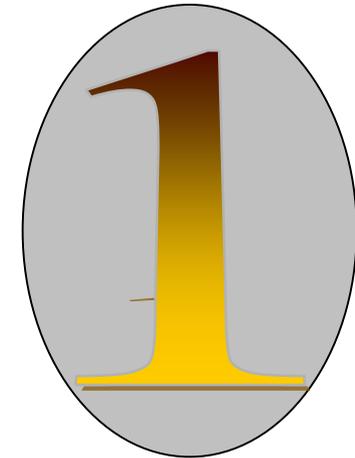
Example:

Learner Expectation:

Add and subtract within 20

Evidence Outcome(s):

- Demonstrate fluency for addition and subtraction within 10.



Report Card Indicators 2018-2019

3rd 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.