

1st Grade Learner Expectations for the 2nd Trimester



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

Highlighted evidence outcomes represent priority content for the 2020-2021 school year.

Reading, Writing, and Communicating

- **Uses strategies to develop and expand oral vocabulary**
 - Give and follow simple two-step directions.
- **Participates and listens in group discussions**
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
 - 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**
 - Distinguish long from short vowel sounds in spoken single-syllable words.
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **Reads and understands grade level literature**
 - Ask and answer questions about key details in a text.
 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 - Describe characters, settings, and major events in a story, using key details.
 - Identify who is telling the story at various points in a text.
 - Use illustrations and details in a story to describe its characters, setting, or events.
- **Reads and understands grade level informational texts**
 - Ask and answer questions about key details in a text.
 - Identify the main topic and retell key details of a text.
 - Know and use various text features (for example: headings, 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.
 - 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.
- **Combines letter sounds to read words**
 - Decode regularly spelled one-syllable words.
 - Read words with inflectional endings.
 - Read grade-appropriate irregularly spelled words.
 - Use onsets and rimes to create new words (for example: 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 frequently occurring root words (for example: look) and their inflectional forms (for example: looks, looked, looking).
 - Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes).
 - Identify real-life connections between words and their use (for example: note places at home that are cozy).
 - Distinguish shades of meaning among verbs differing in manner (for example: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (for example: large, gigantic) by defining or choosing them or by acting out the meanings.
 - 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 (for example: because).
- **Uses the writing process to create different types of texts**
 - Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.
 - Recount real or imagined, sequenced events that include details and a sense of closure.
- **Uses appropriate spelling, conventions, and grammar in writing**
 - Use personal, possessive, and indefinite pronouns (for example: I, me, my; they, them, their, anyone, everything).
 - Use verbs to convey a sense of past, present, and future (for example: Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - Use frequently occurring conjunctions (for example: and, but, or, so, because).
 - Use frequently occurring prepositions (for example: during, beyond, toward).
 - Write complete simple sentences.
 - Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
- **Participates in independent and shared research and writing**
 - Write or dictate questions for inquiry that arise during instruction.
 - With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.
- **Gathers and shares information to answer questions**
 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Math

- **Extend the counting sequence**
 - 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.
- **Understand place value**
 - (Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases): 10 can be thought of as a bundle of ten ones — called a “ten.”
 - (Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases): The numbers from 11 to 19

are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

- (Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases): 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).

- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

- **Use properties of operations to add and subtract**
 - Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) 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.)
- **Represent and solve problems involving addition and subtraction**
 - 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.
- **Add and subtract within 20**
 - 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
 - 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 $8 + ? = 11$, $5 = \underline{\quad} - 3$, $6 + 6 = \underline{\quad}$.
- **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**
 - 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.
- **Reason with shapes and their attributes**
 - No evidence outcomes mastered during trimester for this indicator.

Science

- **Physical Science – Sound & Light**
 - Plan and conduct investigations to provide evidence that vibrating materials can make a sound and that sound can make materials vibrate.
 - Make observations to construct an evidence-based account that objects can be seen only when illuminated.
 - Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
- **Life Science – Insects & Plants**
 - Use materials to design 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.
 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
 - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- **Earth Science – Air & Weather**

- Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- Make observations at different times of year to relate the amount of daylight to the time of year.

Social Studies

- **History - Determine chronological order of events from the past using primary and secondary sources and compare families and cultures**
 - Arrange life events in chronological order.
 - Use words related to time, sequence, and change. For example: past, present, future, change, first, next, and last.
 - Identify the organizational components of a calendar. For example: year, months, weeks, days, and notable events.
 - Determine events from the past, present, and future using the components of a calendar.
 - Distinguish between primary and secondary sources.
 - Identify information from primary and/or secondary sources that answer questions about patterns and chronological order of events from the past.
 - Identify similarities and differences between themselves and others.
 - Discuss common and unique characteristics of different cultures using multiple sources of information.
- **Geography - Locate places and spaces using geographic tools and describe how communities are influenced by the environment**
 - 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.
 - Provide examples of how individuals and families interact with their environment.
 - Analyze how weather, climate and environmental characteristics influence
 - Compare and contrast at least two different families with respect to schools, neighborhoods, and culture.
 - Describe a family tradition and explain its cultural significance with regard to other groups and the environment.
- **Economics - Understand different types of jobs and plan how to spend, share, and save money**
 - Identify the goods and/or services that different types of businesses produce in the community.
 - Give examples of different types of jobs held by family members and/or individuals in the local community.
 - Compare at least two different job choices that individuals have with respect to the benefits and costs of each job.
 - Discuss ways to earn or receive money.
 - Identify types of currency and how currency is used
 - Define types of transactions such as deposit, purchase, borrow, and barter.
 - Identify coins and find the value of a collection of two coins.
- **Civics - Understand attributes of responsible leaders and team members and explain the significance of notable people, places, holidays, and civic symbols**
 - Describe the characteristics of responsible leaders.

- Identify the attributes of a responsible team member.
- Demonstrate the ability to be both a leader and team member.
- Identify and explain the relevance of notable civic leaders from different community groups.
- Identify and explain the meaning of various civic symbols important to diverse community groups. For example: the American flag, the National Anthem, Statue of Liberty, Mount Rushmore, Crazy Horse Memorial, Liberty Bell, and a yellow sash (i.e., for women's rights).
- Identify and explain the relevance of significant civic places. For example: the state and national Capitol, the White House, and sites within the local community.
- Explain the significance of major civic holidays. For example: Veteran's Day, Martin Luther King Day, Independence Day, Earth Day, Memorial Day, Labor Day, and Cesar Chavez Day.
- Identify the American flag and the Colorado flag.

Reviewing the 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):

- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 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 $6 + 6 + 1 = 12 + 1 = 13$).

Highlighted evidence outcomes represent priority content for the 2020-2021 school year.



Report Card Indicators 2020-2021

2nd 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.