

# 1st Grade Learner Expectations for the 1<sup>st</sup> 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**
  - Explain major differences between books that tell stories and books that give information.
  - Read grade-level text with purpose and understanding.
- **Reads and understands grade level informational texts**
  - Activate schema and background knowledge to construct meaning.
  - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **Combines letter sounds to read words**
  - Know the spelling-sound correspondences for common consonant digraphs (two letter that represent one sound).
  - Read grade-appropriate irregularly spelled words.
  - Use onsets and rimes to create new words. (ip to make dip, lip, slip, ship)
- **Uses strategies to read words and find their meanings**
  - Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation).
  - 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 (e.g., note places at home that are cozy).
- **Uses the writing process to create different types of texts**
  - No evidence outcomes mastered during trimester for this indicator.
- **Uses appropriate spelling, conventions, and grammar in writing**

- 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**
  - No evidence outcomes mastered during trimester for this indicator.
- **Gathers and shares information to answer questions**
  - No evidence outcomes mastered during trimester for this indicator.

## Math

- **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. 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.)
  - Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.
- **Represent and solve problems involving addition and subtraction**
  - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- **Add and subtract within 20**
  - 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  $6 + 6 + 1 = 12 + 1 = 13$ ).
- **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 – 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.

## 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  $6 + 6 + 1 = 12 + 1 = 13$ ).

- 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.



## Report Card Indicators 2021-2022

### 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.