

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.
 - Produce complete sentences when appropriate to task and situation.
- **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.
 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **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**
 - 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.
 - Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text.
 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - Follow and replicate patterns in predictable poems.
 - Compare and contrast the adventures and experiences of characters in stories.
 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **Reads and understands grade level informational text**
 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 - Identify the reasons an author gives to support points in a text.
 - Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures).
 - With prompting and support, read informational texts appropriately complex for grade 1.
- **Combines letter sounds to read words**
 - Decode regularly spelled one-syllable words.
 - Know final-e and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - 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**
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (for example: look) and their inflectional forms (for example: looks, looked, looking).
 - Identify and understand compound words.
 - 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 an opinion supported by reasons, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
 - 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.
 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **Uses appropriate spelling, conventions, and grammar in writing**
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use determiners (for example: 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**
 - Participate in shared research and writing projects. For example: explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.
 - Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information.
- **Gathers and shares information to answer questions**
 - Identify a clear and significant purpose for research. (for example: Is my purpose for researching frogs clear and is it important to understanding more about mammals?).

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**

- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; 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 the strategy to a written method and explain the reasoning used.
- **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.
- **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, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
- **Tell and write time**
 - Tell and write time in hours and half-hours using analog and digital clocks.
- **Represent and interpret data**
 - No evidence outcomes mastered during trimester for this indicator.
- **Reason with shapes and their attributes**
 - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
 - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names, such as “right rectangular prisms.”)
 - Partition circles and rectangles into two and four equal shares, describe the 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 shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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?

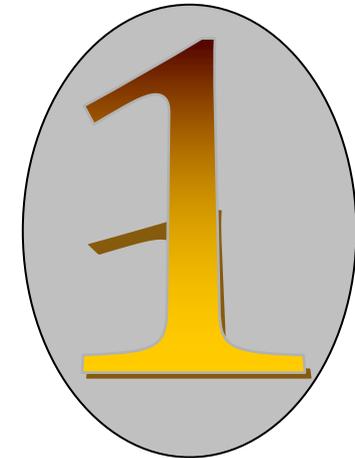
Example:

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



Report Card Indicators 2021-2022

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.