

1st Grade Learner Expectations for the 2nd Trimester



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

Reading, Writing, and Communicating

- **Uses strategies to develop and expand oral vocabulary**
 - Produce complete sentences when appropriate to task and situation.
- **Participates and listens in group discussions**
 - No evidence outcome for this indicator.
- **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.
 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - Identify who is telling the story at various points in a text.
- **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.
 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
 - Distinguish between information provided by pictures or other illustrations, and information provided by words in a text.
 - Identify the reasons an author gives to support points in a text.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **Combines letter sounds to read words**
 - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - Know final *-e* and common vowel team conventions for representing long vowel sounds.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
- **Uses strategies to read words and find their meanings**
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
 - 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 (e.g., because).
- **Uses the writing process to create different types of texts**
 - Write opinion pieces 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 narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- Use pictures or graphic organizers to plan writing.
- **Uses correct grammar and punctuation**
 - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - Use frequently occurring prepositions (e.g., 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**
 - With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.
- **Gathers and shares information to answer questions**
 - Evaluate information for clarity and accuracy.

Math

- **Represent and solve problems involving addition and subtraction**
 - Use addition and subtraction within 20 to solve word problems.
 - 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.
- **Extend the counting sequence**
 - Count starting at any number less than 120.
 - Within 120, read and write numerals and represent a number of objects with a written numeral.
- **Understand place value**
 - Represent the digits of a two-digit number as tens and ones.
 - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
 - Compare two sets of objects, including pennies, up to at least 25 using language such as “three more or three fewer” (PFL)
- **Use properties of operations to add and subtract**
 - 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.
 - 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.
 - Relate addition and subtraction strategies to a written method and explain the reasoning used.

- 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 and identify coins**
 - Identify coins (pennies, nickels, and dimes) and find the value of a collection of two or more coins (PFL).
- **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**
 - 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.

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?

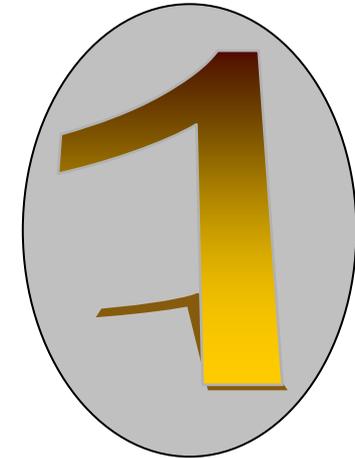
Example:

Learner Expectation:

Add and subtract within 20

Evidence Outcome(s):

- Demonstrate fluency for addition and subtraction within 10.



Report Card Indicators 2016-2017

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.