

# 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**  
- No evidence outcomes mastered during trimester for this indicator.
- **Participates in collaborative discussions**  
- No evidence outcomes mastered during trimester for this indicator.
- **Arranges individual sounds in speech in order to be understood**  
- No evidence outcomes mastered during trimester for this indicator.
- **Reads literary texts using comprehension strategies and skills**  
- Retell stories, including key details and demonstrate understanding of their central message and lesson.  
- Describe characters, setting, and major events in a story, using key details.  
- With prompting and support, read prose and poetry of appropriate complexity for grade.
- **Reads informational texts using comprehension strategies/skills**  
- Identify the main topic and retell key details of a text (non-fiction).  
- Know and use various text features (e.g. heading, table of contents, glossaries, electronic menus, icons) to locate key factors or information in a text.  
- Identify the reasons an author gives to support points in a text (non-fiction).  
- Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, description, or procedures).  
- With prompting and support, read informational texts appropriately complex for grade (non-fiction).
- **Reads with accuracy and fluency to support comprehension**  
- Reads with accuracy and fluency to support comprehension.  
- Read grade-level text with purpose and understanding (fiction).  
- Read grade-level text orally with accuracy, appropriate rate, and expression (fiction).  
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
- Read grade-level text with purpose and understanding (non-fiction).  
- Read grade-level text orally with accuracy, appropriate rate, and expression (fiction).  
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **Uses letter sounds and combinations to decode words**  
- Know and apply grade-level phonics and word analysis skills in decoding words.  
- 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.  
- Read words with inflectional endings.  
- Recognize and read grade-appropriate irregularly spelled words.

- **Uses word structure and relationships to read**  
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.  
- Use frequently occurring affixes as a clue to the meaning of a word.  
- Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).  
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.  
- Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.  
- Create new words by combining base words with affixes to connect known words to new words.
- **Uses the writing process to develop texts that carry meaning**  
- 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 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 (All Abouts).  
- 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 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 walk home).  
- Use frequently occurring prepositions (e.g. during, beyond, toward).  
- 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 commas in dates and to separate single words in a series.  
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- **Uses resources to locate information and answer questions**  
- With peers, use a variety of resources (direct observation, trade books, texts read aloud and viewed) to answer question of interest through guided inquiry.  
- Use text features (titles, illustrations, heading, bold type) to locate, interpret, and use information.
- **Participates in shared research and writing for a clear purpose**  
- 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 amphibians?).

## Math

- **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.
- **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**  
- 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 (including inches and centimeters).
- **Tell and write time and identify coins**  
- 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**  
- 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**

- **Describes patterns and chronological order of events in the recent past**
  - No evidence outcomes mastered during trimester for this indicator.
- **Compare family and culture traditions in the United States in the past**
  - 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.
- **Uses geographic tools such as maps and globes to represent places**
  - No evidence outcomes mastered during trimester for this indicator.
- **Describes how people interact with each other and the environment**
  - No evidence outcomes mastered during trimester for this indicator.
- **Gives examples of different jobs and goods and services they produce**
  - 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.
- **Understands that effective groups have good leaders and team members**
  - No evidence outcomes mastered during trimester for this indicator.
- **Describes notable people, places holidays, and patriotic symbols**
  - 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.
  - 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?

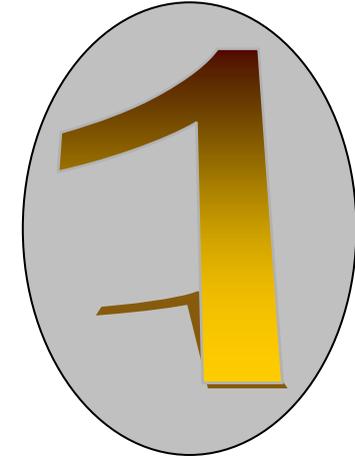
*Example:*

##### **Learner Expectation:**

Add and subtract within 20

##### **Evidence Outcome(s):**

- Demonstrate fluency for addition and subtraction within 10.



## **Report Card Indicators 2015-2016**

### **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;