

At each grade level, teachers will continue to spiral all previous grade level expectations.

Grade 1 Grade Level Expectations

Language Arts

Reading – Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed, and heard.

Concepts about print

Students will be able to:

- identify title page, table of contents, author and illustrator of books.
- distinguish words from sentences.
- match oral word to printed word – pointing to a word as one.
- read simple graphs, charts, and diagrams.

Phonological awareness

Students will be able to:

- identify initial, medial, and final sounds in words.
- distinguish long and short vowel sounds in spoken one syllable words – bit/bite
- delete, add, and substitute letters sounds in the initial position to make new words.
- identify the number of syllables in a word.
- blend up to four orally presented sounds into a correct CVC (consonant-vowel-consonant) word.
- segment one syllable words into sounds parts – dog = /d/ /o/ /g/.

Phonics

Students will be able to:

- identify upper and lower case letters out of order.
- match sounds to letters to read words.
- know sounds for common letter patterns – sh, th, ch, oo, ee, igh, ing, ed.
- decode compound words (playground), contractions (can't), and words with inflectional endings (playing).
- use context clues and pictures to aid in decoding new words when letters are not sufficient.

High frequency words

Students will be able to:

- read at least 110 high frequency words taught.

Fluency

Students will be able to:

- read aloud attending to punctuation,
- read aloud familiar text in a manner that sounds like natural speech.
- read aloud unpracticed text with fluency and comprehend what has been read.
- recognize that words have more than one meaning.

Vocabulary

Students will be able to:

- classify categories of words – fruits: orange, grape, apple.
- explain content-specific (math, science, social studies) vocabulary.
- identify common antonyms and synonyms.

Reading comprehension

Students will be able to:

- use before, during and after reading strategies to comprehend a selection.
- identify the elements of genre to help understand the characteristics of different kinds of stories.
- make predictions about text from the title, cover and author.
- tell the purpose for reading a text.
- make connections to texts based on prior knowledge of the topics.
- ask and answer questions during reading.
- recognize and use text features to find information – graphs, maps.
- read nonfiction text to gain specific information.
- read and follow simple directions.
- create mental imagery about text when prompted by the teacher.
- make and confirm predictions.
- make inferences to construct meaning.
- reread simple sentences when they don't make sense.
- use cueing systems to determine the meaning of unknown words – pictures, context, structure.
- answer “who”, “what”, “when”, “where”, “why”, and “how” questions about fiction and nonfiction text.
- identify story elements – characters, setting, plot, events, point of view.
- identify the topic and two facts about nonfiction text.
- summarize information with a beginning, middle, and end.
- follow one-step written directions.

Developing an interpretation

Students will be able to:

- identify whether text is fiction or nonfiction.
- support oral and written responses with evidence from the text.

Making reader/text connections

Students will be able to:

- text to self and text to text connections.

Content and structure

- identify author's purpose for writing.
- write a different ending to a story.

Reading/reflecting behaviors

Students will be able to:

- select "just right" books to read independently.
 - choose a variety of genre (fiction, nonfiction, fantasy, mystery, etc.) to read.
- read or listen to a text and explain its appeal.
- reflect orally on reading behaviors when prompted.

Oral language – Students will listen and speak to communicate ideas clearly.

Listening

Students will be able to:

- listen attentively to others without interrupting.
- maintain eye contact, in line with cultural traditions, when listening to others.
- listen for specific information in order to respond to questions.
- listen to acquire information from a variety of sources.

Speaking

Students will be able to:

- ask questions for clarification and understanding.
- give, restate and follow simple two-step verbal directions.
- stay on topic.
- use descriptive words when speaking about familiar things.
- express ideas in logical sequence.
- use vocabulary that is accurate and reasonably specific.
- use appropriate syntax for simple sentences – subject/predicate agreement.
- use appropriate speech rate, volume, and inflection.
- tell personal narratives, including beginning, middle and end of story.
- retell stories using story grammar and in a sequential manner.

Writing – Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.

Spelling

Students will be able to:

- use high frequency words.
- use spelling approximations, including beginning, middle, and ending sounds and conventional spelling of common words.

Capitalization/punctuation usage

Students will be able to:

- use appropriate punctuation in sentences (, . ? !).
- use proper grammar – nouns, verbs, adjectives.
- use simple singular and proper nouns – boy/boys
- use capital letters when appropriate.
- print legibly, with appropriate size, spacing, and formation, upper or lower case .

Writing process

- generate ideas – brainstorm, web, sketch
- complete 3 or more related sentences.
- revise a completed draft by adding, deleting and/or rearranging words.
- edit drafts for errors in beginning capitalization and ending punctuation.
- publish and present completed drafts.
- state the way changes helped to make the writing better.

Writing genres, traits, and crafts

- write details, using adjectives.
- write personal and fictional narratives (stories) that consist of 3 or more sentences.
- use action verbs.
- demonstrate voice – tone, expressive language.
- write personal correspondence – letters, thank you note, email.
- write to explain a process.
- write reasons for liking something.
- write two or more lines of rhymed poetry.

Math

Algebraic Reasoning: Patterns and Functions – Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

Students will be able to:

- sort, classify and order numbers and objects by one and two attributes – size, shape, color, texture, position, and use – and explain the reason or rule used.
- recognize, extend, and create one-attribute and two-attribute patterns, and describe the pattern and the rule used to make it.
- replicate a pattern using a different representation – from color to shape.
- develop and test generalizations based on observations of patterns and relationships.
- model real life situations that represent adding and/or subtracting of whole numbers using objects, pictures, symbols and open sentences.
- demonstrate an understanding of equivalence and balance – using a balance scale or an arm balance.

Numerical and Proportional Reasoning – Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools, and technologies.

Students will be able to:

- represent and identify whole numbers up to 100 as groups of tens and ones using models and number lines.
- compare and order quantities of up to 100, including naming a number that is one or ten more or less than a given number.
- identify ordinal numbers up to 10th.
- describe and estimate quantities using benchmark amounts such as 0, 10, or 100.
- use a variety of models and familiar objects to compare two parts of a whole, describe the parts – closer to very little, one half, or one whole.
- use a variety of models to show halves, thirds, and fourths.
- determine half of a whole set up to 20 objects.
- describe ratios to show a pattern between sets – 1 dog has 4 legs, then 2 dogs have 8 legs.
- count by rote to at least 100.
- count on or back from a given amount by 10s.
- count and group at least 100 objects by 10.
- identify, read and write numerals to 100.
- create one and two digit number sentences that relate to real world experiences, and solve using a variety of methods.
- solve addition problems to 18 and subtraction problems from 10 without manipulatives.
- estimate the amount of objects of a set using 0, 10, or 100 as a benchmark.
- identify and name pennies, dimes, and quarters.
- compare sets of pennies, dimes and quarters, up to \$1.00.

Geometry and Measurement – Shapes and structures can be analyzed, visualized, measured, and transformed using a variety of strategies, tools, and technologies.

Students will be able to:

- identify and describe familiar two dimensional shapes(squares, circles) and three dimensional (cubes, spheres, cones) solids in the environment and contextual situations.
- copy two and three dimensional designs from visual memory.
- compare and sort familiar shapes and solids and designs found in the environment and contextual situations.
- construct shapes and solids using a variety of materials, and show lines of symmetry.
- describe location, direction, and position of objects – left, right, opposite.

- know the days of the week in order and locate days, dates, weeks and months on a calendar.
- solve problems involving time to the nearest hour using digital and analog clocks. Estimate and compare lengths of time – shorter, longer, more, less.
- use nonstandard units or physical referents to estimate measurement – length, area, weight, temperature, volume and capacity.
- use nonstandard units, referents, or direct comparison to order objects by length, area and capacity.
- explore using standard units of measurement (inch and centimeter) to communicate measurement.

Working with Data – Data can be analyzed to make informed decisions using a variety of strategies, tools, and technologies.

Students will be able to:

- pose questions that can help to guide data collection, organization and representation.
- collect and organize data using graphs, lists, tables, tallies.
- describe data and make comparisons – largest, smallest, most often, least often.
- describe and explain the likelihood of events in the student’s world.
- engage in simple probability activities and games – use dice, spinners, etc.