

<b>Grade 1</b>				
<b>READING</b>				
<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>				
1.0	Students understand the basic features of reading.			
<b>Concepts About Print</b>				
1.1	I can match words that I hear to words that I see.			
1.2	I can find the title and author of a story.			
1.3	I can find letters, words, and sentences.			
<b>Phonemic Awareness</b>				
1.4	I can hear beginning, middle, and last sounds in words.			
1.5	I can hear the short and long vowel sounds in words.			
1.6	I can make rhyming words.			
1.7	I can play with sounds in words. By changing sounds, I can make new words.			
1.8	I can blend sounds.			
1.9	I know all the sounds in a word.			
<b>Decoding and Word Recognition</b>				
1.10	I know the sounds and how to use them to read.			
1.11	I can read my word wall words.			
1.12	I can use the sound/spelling cards to read words with special spellings.			
1.13	I can read compound words and contractions.			
1.14	I can read words with special endings.			
1.15	I can read word families.			
1.16	I can read books aloud in a voice that others understand.			
<b>Vocabulary and Concept Development</b>				
1.17	I can sort words that are alike.			
<b>Reading Comprehension</b>				
2.0	Students read and understand grade-level-appropriate material.			

<b>Grade 1</b>						
<b>Structural Features of Informational Materials</b>						
2.1	I can understand the order of a story					
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>						
2.2	I can tell who is in a story and what happened in a story.					
2.3	I can follow written directions.					
2.4	I use the other words in a sentence to help me understand a new word.					
2.5	I can predict what will happen in a story.					
2.6	I make connections when I read.					
2.7	I can retell the main ideas of the story.					
<b>Literary Response and Analysis</b>						
3.0	<b>Students read and respond to a wide variety of significant works of children's literature.</b>					
3.1	I can talk about the plot, setting, and characters in a story and put the events in order.					
3.2	I know what authors and illustrators do.					
3.3	I can remember, talk about, and write about books I have read.					
<b>WRITING</b>						
<b>Writing Strategies</b>						
1.0	<b>Students write clear and coherent sentences and paragraphs that develop a central idea.</b>					
<b>Organization and Focus</b>						
1.1	I can write about a topic.					
1.2	I use describing words.					
<b>Penmanship</b>						
1.3	I print my letters neatly and leave spaces between words.					
<b>Writing Applications</b>						
2.0	<b>Students write compositions that describe and explain familiar objects, events, and experiences.</b>					

<b>Grade 1</b>				
2.1	I can write different kinds of stories.			
2.2	Using my senses, I can write about something real using describing words.			
<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>				
1.0	<b>Students write and speak with a command of standard English conventions appropriate to this grade level.</b>			
<b>Sentence Structure</b>				
1.1	I write and speak using complete sentences.			
<b>Grammar</b>				
1.2	I know when to use an "s" at the end of a noun.			
1.3	I can use contractions and possessive pronouns in my writing.			
<b>Punctuation</b>				
1.4	I know the three different kinds of sentences.			
1.5	I use periods, exclamation marks, or question marks.			
1.6	I use correct punctuation and capitals when I write.			
<b>Capitalization</b>				
1.7	I use a capital letter for the first words of a sentence, names of people, and the word "I."			
<b>Spelling</b>				
1.8	I can spell words with short vowels and my word wall words.			
<b>LISTENING AND SPEAKING</b>				
<b>Listening and Speaking Strategies</b>				
1.0	<b>Students listen critically and respond appropriately to oral communication.</b>			
<b>Comprehension</b>				
1.1	I listen carefully to others.			
1.2	I ask questions when I do not understand.			
1.3	I can follow two directions given by my teacher.			
<b>Organization and Delivery of Oral Communication</b>				

<b>Grade 1</b>				
1.4	I can talk about one topic.			
1.5	I use describing words when speaking about a topic.			
<b>Speaking Applications</b>				
<b>2.0</b>	<b>Students give brief recitations and oral presentations.</b>			
2.1	I can say poems, rhymes, songs, and stories.			
2.2	I can retell stories in the right order of events and answer questions about the story.			
2.3	I can tell a story that happened to me.			
2.4	I can describe things in detail, using my senses.			

# Grade 1

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

## NUMBER SENSE

1.0	<b>Students understand and use numbers up to 100.</b>			
1.1	I can count, read, and write numbers to 100.			
1.2	I can compare and put in order the numbers to 100 by using the symbols for less than, equal to, or greater than ( $<$ , $=$ , $>$ ).			
1.3	I can show the same number using objects and number sentences (for example $8 =$  or $2 + 2 + 2 + 2$ or $10 - 2$ ).			
1.4	I can count and group objects in ones and tens.			
1.5	I can name coins and tell how much they are worth. I can make combinations of coins with the same value (for example one dime is worth the same as two nickels).			
2.0	<b>Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.</b>			
2.1	I know by heart the addition facts up to 20 and the subtraction facts that go with them.			
2.2	I understand fact families, and I can use them to solve problems.			
2.3	I can tell what "one more than," "one less than," "10 more than," and "10 less than" means.			
2.4	I can count by 2s, 5s, and 10s up to 100.			
2.5	I know the meaning of addition (putting together or increasing) and the meaning of subtraction (taking away, comparing, and finding the difference).			
2.6	I can solve addition and subtraction problems with one- and two-digit numbers.			
2.7	I can find the sum of three one-digit numbers.			

<b>Grade 1</b>				
3.0	<b>Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.</b>			
3.1	I can make estimates about numbers that make sense.			
<b>ALGEBRA AND FUNCTIONS</b>				
1.0	<b>Students use number sentences with operational symbols and expressions to solve problems.</b>			
1.1	I can write and solve number sentences using addition and subtraction.			
1.2	I understand the meaning of the symbols +, -, =.			
1.3	I can create my own addition and subtraction problems.			
<b>MEASUREMENT AND GEOMETRY</b>				
1.0	<b>Students use direct comparison and nonstandard units to describe the measurements of objects.</b>			
1.1	I can compare objects using length, weight, and how much an object holds.			
1.2	I can tell time to the nearest hour and half hour. I can answer time questions about before, after, shorter, or longer.			
2.0	<b>Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.</b>			
2.1	I can name, describe, and compare triangles, rectangles, squares, and circles, and the faces of three-dimensional objects.			
2.2	I can put objects in groups and tell why I am grouping them that way.			
2.3	I can give and follow directions about location.			
2.4	I can use words to tell the location of objects (for example, near, far, below, above, up, down, behind, in front of, next to, left or right of)			

<b>Grade 1</b>				
<b>STATISTICS, DATA ANALYSIS, AND PROBABILITY</b>				
1.0	<b>Students organize, represent, and compare data by category on simple graphs and charts.</b>			
1.1	I can name and group objects by the ways they are alike. I can tell how I have grouped them.			
1.2	I can show information by using pictures, bar graphs, tally charts, and picture graphs. I can use the terms "largest, smallest, most often, least often" when we talk about them.			
2.0	<b>Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.</b>			
2.1	I can name, describe, and make longer patterns by referring to their shapes, sizes, or colors. I can do this with rhythm, number, color, and shape patterns.			
<b>MATHEMATICAL REASONING</b>				
1.0	<b>Students make decisions about how to set up a problem.</b>			
1.1	I can figure out how to solve math problems and what I need to solve them, such as objects or pencil and paper.			
1.2	I can draw my answers or use objects to solve them.			
2.0	<b>Students solve problems and to justify their reasoning.</b>			
2.1	I can explain my answers to others and why I have solved a problem in that way.			
2.2	I can solve problems and check my answers to make sure that they are right.			
3.0	<b>Students note connections between one problem and another.</b>			