Dear Grade 1 Parent or Guardian,

Each table below represents the general subject areas (Math, Reading, Writing, Science, and Social Studies) that your child is learning in 1st grade this year. Below the general subject area, the table is divided into the competency areas that correspond with your child's report card. Each area contains the competency as it is written in the curriculum documents along with "I can" statements that help to define what your child should know and be able to do (content and skills) independently and with accuracy by the end of the year.

Grade 1 Math				
Data	Measurement	Number Sense	Geometry	Solving
Competency: Students will demonstrate the ability to represent and interpret data by categorizing and comparing.	**Competency:** Students will demonstrate the ability to measure by comparing and describing length with whole number units and time with whole and half-hours.	**Competency:** Students will demonstrate the ability to apply number sense by comparing whole numbers.	**Competency:** Students will demonstrate the ability to reason with two- and three- dimensional shapes in order to compare, construct, compose, and partition.	**Competency:** Students will demonstrate the ability to solve arithmetic problems by utilizing effective strategies and applying properties to operations to whole numbers.
By the end of Grade 1… I can organize, represent, and interpret data with up to three categories (Pets: dog, cat, bird). I can ask and answer different questions about parts and totals of data.	By the end of Grade 1… I can order three objects by length. I can identify the length of an object as a whole number of length units. I can compare the lengths of two objects indirectly by using a third object (a pencil, a shoe, a cube). I can measure with nonstandard units by laying multiple copies of a shorter object end to end. I can tell and write time to the hour and half hour using analog and digital clocks.	By the end of Grade 1… I can identify the value of a whole number to 120. I can count forward from any number less than 120. I can read, write, and sequence whole numbers to 120. I can skip count by 5s, 10s, and 100s. I can identify the digit (and its value) in the tens and one places in a given two-digit number. I can compare and order whole numbers (0-120). I can record the comparison of two two-digit numbers using symbols >, =, and <.	By the end of Grade 1… I can distinguish between defining and non-defining attributes. I can build and draw shapes with defining attributes. I can compose two-dimensional shapes to create a composite shape. I can compose three-dimensional shapes. I can compose new shapes from the composite shape. I can partition circles and rectangles into two and four equal shares, and describe the shares using the words halves, fourths, and quarters.	By the end of Grade 1… I can use the properties of operations to add and subtract. I can solve word problems with up to three whole numbers using objects, drawings, and equations. I can determine the unknown value in an addition or subtraction equation when two out of three of the numbers in the equation are given. I can add and subtract within 20 to solve word problems. I can add three whole numbers whose sum is less than or equal to 20.

		I can compare the value of both sides of an equation and determine whether the equation is true or false.

I can recognize and create visual representations of numbers (0-120). | | I can add and subtract within 10 fluently.

I can rewrite a subtraction equation as an addition equation with a missing addend (number).

I can use concrete models and drawings to explain my reasoning or show my work.

I can subtract multiples of 10 in the range of 10-90 from multiples of 10 in that range.

I can add within 100, including adding a two-digit number and a one digit number (23+7=30), and add a two digit number and a multiple of 10 (23+20=43).

I can choose an appropriate way to solve my problem. |

Grade 1 Reading				
Narrative	**Information**	**Point of View**	**Speaking & Listening**	**Fundamentals & Fluency**
Competency:
Students will demonstrate the ability to describe and retell in order to make meaning of text.	**Competency:**
Students will demonstrate the ability to retell the main topic and key details of a text as a means for describing the connection between two events, ideas, or concepts.	**Competency:**
Students will demonstrate the ability to distinguish between information provided by words and information provided by illustrations in order to make meaning of text.	**Competency:**
Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.	**Competency:**
Students will demonstrate the ability to read and interpret complex text for pleasure, enrichment, and information.
By the end of Grade 1…

I can ask and answer questions about key details in a text. | By the end of Grade 1…

I can ask and answer questions about key details in a text. | By the end of Grade 1…

I can identify who is telling the story at various point in a text. | By the end of Grade 1…

I can follow agreed-upon rules for discussions. | By the end of Grade 1…

I can distinguish long from short vowel sounds in spoken |

I can retell stories, including key details, and demonstrate understanding of the main message. I can describe characters, settings, and major events in a story, using key details. I can identify words and phrases in texts that suggest feelings or appeal to the senses. I can explain major differences between books that tell stories and books that give information. I can identify who is telling the story at various points in a text. I can use illustrations and details in a story to describe its characters, setting, or events. I can compare and contrast the experiences of characters in stories.	I can identify the main topic and retell key details of a text. I can describe the connection between information in a text. I can ask and answer questions to determine the meaning of words and phrases in a text. I can know and use various text features to locate key facts or information in a text. I can distinguish between information provided by illustrations and text. I can use the illustrations and details in a text to describe its key ideas. I can identify the reasons an author gives to support points in a text. I can identify basic similarities in and differences between two texts on the same topic.	I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	I can identify information from a text being read aloud. I can identify information that is presented in different formats. I can identify places in my work where ideas, thoughts, or feelings are not clear. I can build on others' talk in conversations by responding to the comments of others through multiple exchanges. I can ask questions to clear up any confusion about the presentation or topics and texts under discussion. I can ask and answer questions about key details in a text or presentation. I can answer questions about a speaker's presentation. I can use details to describe people, places, things, and events. I can add drawings or virtual displays to clarify my ideas, thoughts, or feelings.	single-syllable words. I can orally produce single-syllable words by blending sounds, including consonant blends. I can isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. I can segment spoken single-syllable words into their complete sequence of individual sounds. I can use the knowledge that every syllable must have a vowel sound, to determine the number of syllables in a printed word. I can decode regularly spelled one-syllable words. I can decode two-syllable words following basic patterns by breaking the words into syllables. I can identify frequently occurring root words and their inflectional forms. I can read words with inflectional endings. I can recognize and read grade-appropriate irregularly spelled words. I can read grade-level text with

			purpose and understanding.
			I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
			I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
			I can use sentence-level context as a clue to the meaning of a word or phrase.
			I can use frequently occurring affixes as a clue to the meaning of a word.

Grade 1 Writing			
Narrative	**Information**	**Point of View**	**Fundamentals & Fluency**
Competency: **Students will demonstrate the ability to tell a sequenced story using major events and details in order to share their experiences.**	**Competency:** **Students will demonstrate the ability to communicate information about a topic using some facts in order to share new knowledge.**	**Competency:** **Students will demonstrate the ability to express and defend an opinion by giving a reason in order to persuade others.**	**Competency:** **Students will demonstrate the ability to write routinely, using a variety of formats, in order to communicate effectively for the audience, task, and time frame.**
By the end of Grade 1… I can write descriptive narratives that: ● recount 2 or more appropriately sequenced events ● include some details regarding what happens ● use temporal words to signal event order ● provide some sense of closure I can, with guidance and support, focus	By the end of Grade 1… I can, with support, write informational text that includes: ● topic ● facts ● definitions ● concluding statement I can, with guidance and support, focus on a topic, respond to questions and add details to strengthen writing as needed.	By the end of Grade 1… I can write opinion pieces that: ● an introduction ● a stated opinion ● some supporting reasons ● the use of linking words ● a conclusion I can, with guidance and support from adults and peers, to focus on a topic, respond to questions and add details to strengthen writing as needed.	By the end of Grade 1… I can select a writing structure to match task, purpose and/or audience. I can print all upper- and lowercase letters. I can use complete sentences when needed. I can use common, proper, and possessive nouns.

on a topic, respond to questions and add details to strengthen writing as needed. I can, with guidance and support, use a variety of digital tools to produce and publish writing.	I can, with guidance and support, use a variety of digital tools to produce and publish writing. I can, with prompting and support, participate in shared research and writing projects. I can, with prompting and support, answer questions through the use of recall, and experiences.	I can, with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can use singular and plural nouns with matching verbs in basic sentences. I can use personal, possessive, and indefinite pronouns. I can use verbs to convey a sense of past, present, and future. I can use frequently occurring adjectives. I can use frequently occurring conjunctions. I can use determiners. I can use frequently occurring prepositions. I can capitalize dates and names of people. I can use end punctuation for sentences. I can use commas in dates and to separate single words in a series. I can recognize the distinguishing features of a sentence. I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Grade 1 Science*
*For the 2018-2019 school year, Science competencies will be reported through the students ability to observe and measure, investigate and analyze, and develop, validate or refine models. A written statement from your child's teacher will specify which topic related to Earth, Life or Physical Science was focused on in the trimester.

Earth & Space Science	Life Science	Physical Science
Competency: Students will demonstrate the ability to observe and describe patterns of the sun, moon, and stars in order to make predictions.	**Competency:** Students will demonstrate the ability to observe growth and survival patterns in nature in order to recognize relationships among natural and human development.	**Competency:** Students will demonstrate the ability to investigate and analyze light and sound waves in order to support or refute ideas about cause.

By the end of Grade 1…	By the end of Grade 1…	By the end of Grade 1…

Observe and Measure
  I can collect and interpret my own data of patterns of sun, moon and stars.
Investigate and Analyze
  I can determine what data to collect for analysis.
Develop, validate, or refine models
  I can predict by developing a model of patterns in the sun, moon and stars using my observations.
	Observe and Measure
	  I can collect and interpret my own data on growth and survival patterns in nature.
	Investigate and Analyze
	  I can evaluate the relationships in nature.
	Develop, validate, or refine models
	  I can apply a model to a new relationship.
		Observe and Measure
		  I can collect and interpret my own data about light and sound.
		Investigate and Analyze
		  I can investigate and analyze light and sound waves to show that objects must vibrate to make sound and be illuminated with light to be seen.
		
		  I can investigate and analyze that placing an object in the path of a light beam will create a change in the beam.
		Develop, validate, or refine models
		  I can support or refute an idea about cause with significant evidence.

Grade 1 Social Studies*

*For the 2018-2019 school year, Social Studies competencies will be reported through a single performance indicator on the elementary report card. A written statement from your child's teacher will specify which topic(s) were focused on in each trimester.

Civics	Economics	Geography	History-Change Over Time	Historical Perspective
Competency: Students will demonstrate the ability to identify their rights and responsibilities at school and in the classroom in order to describe the social and political systems of a school.	**Competency:** Students will demonstrate the ability to distinguish between needs and wants in order to describe economic decision making.	**Competency:** Students will demonstrate the ability to describe the reciprocal relationships among human and physical systems by using classroom maps and identifying some environmental and cultural characteristics.	**Competency:** Students will demonstrate the ability to chronicle classroom or school events in order to compare perspective and recognize change over time.	**Competency:** None at the grade level.
By the end of Grade 1… I can describe roles and responsibilities of people in authority. I can apply civic virtues when participating in school settings. I can describe democratic principles such as equality,	By the end of Grade 1… I can identify the benefits and costs of making various personal decisions. I can identify prices of products in a local market. I can explain why people save.	By the end of Grade 1… I can construct maps, graphs, and other representations of familiar places. I can use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape	By the end of Grade 1… I can create a chronological sequence of multiple events.	By the end of Grade 1…

fairness, and respect for legitimate authority and rules. I can compare their own point of view with others' perspectives. I can explain how people can work together to make decisions in the classroom. I can identify and explain how rules function in public (classroom and school) settings.		them.		

Grade 1 FLES				
Interpersonal Communication	**Presentational Speaking**	**Presentational Writing**	**Interpretive Listening**	**Interpretive Reading**
<u>Competency:</u> **Students will demonstrate the ability to exchange information, concepts, and ideas with a variety of speakers in order to interact with cultural competence and understanding.**	<u>Competency:</u> **Students will demonstrate the ability to present information, concepts, and ideas to an audience of listeners in order to communicate with cultural competence and understanding.**	<u>Competency:</u> **Students will demonstrate the ability to present information, concepts, and ideas to an audience of readers in order to communicate with cultural competence and understanding.**	<u>Competency:</u> **Students will demonstrate the ability to interpret information from a variety of authentic audio resources in order to connect with diverse cultural perspectives.**	<u>Competency:</u> **Students will demonstrate the ability to interpret information from a variety of authentic print resources in order to connect with diverse cultural perspectives.**
By the end of Grade 1… I can use isolated vocabulary words and/or cognates. I have *some* knowledge of grammar, word order, and usage and can infrequently apply it. I can speak with some unnatural pauses. I can use words, lists, and chunks of language.	By the end of Grade 1… I can use isolated vocabulary words and/or cognates. I have some knowledge of grammar, word order, and usage and can infrequently apply it. I can speak with some unnatural pauses. I can use words, lists, and chunks of language.	By the end of Grade 1… I can use isolated vocabulary words and/or cognates. I have some knowledge of grammar, word order, and usage and can infrequently apply it. I can use words, lists, and chunks of language. I can present isolated information with limited details and/or descriptions.	By the end of Grade 1… I can identify some details from the audio source.	By the end of Grade 1… I can identify all key words appropriately with context of the text.

I can respond by using words, lists, and chunks of language.	I can present isolated information with limited details and/or descriptions. I can communicate my likes and dislikes using visuals, gestures and/or isolated words.	I can communicate my likes and dislikes using pictures and/or isolated words.		