

## 1<sup>st</sup> Grade Performance Expectations

**Expectations** describe concepts, knowledge and/or skills that will be instructed and assessed at each grade level. Since a student's developmental level cannot be determined solely by grade level, individual students will be at varying stages in their development. Teachers will assess student performance and plan instructional tasks and experiences in order to maximize a student's progress towards the attainment of the **expectations**.

### Language Arts/Communication

#### **A first grader will**

- decode unknown words using picture clues, phonetic analysis, word structures, self-correction, and context clues.
- identify sight vocabulary instantly 90% of the 1<sup>st</sup> grade Word Wall words.
- read smoothly at grade level.
- use basic elements of phonemic analysis.

#### **A first grader will**

- describe intended meaning from print (predication, cause/effect, drawing conclusion, main idea).
- use a variety of sources to gather information.
- create questions about topics of interest.
- recall beginning, middle, and end of stories (plot).
- select a variety of reading material.
- identify a book's author, illustrator, copy write date, and dedication page.
- compare and contrast varying versions of fairy tales.

#### **A first grader will**

- listen and follow directions.
- follow basic rules of conversation.
- speak in a variety of settings and for different purposes.

#### **A first grader will**

- write complete thoughts as simple sentences.
- write stories with a series of sentences (beginning, middle, end).
- write about personal experiences.
- write legibly.

#### **A first grader will**

- rewrite sentences using capital letters, periods and question marks.
- use spaces between words.
- write words using temporary spelling and spell age appropriate words correctly (beginning consonants, ending consonants, middle consonants, vowels).
- identify naming words, action words and describing words.

### Math

#### **A first grader will**

#### **Numbers and Number Sense**

- count and write numbers by 1's, 2's, 5's, 10's to 100 starting at any given number.
- match 2 digit numbers to pictures or counters showing place value.
- identify, sequence and compare numbers to 100
- indicate ordinal numbers through 10.
- demonstrate functional parts of...halves, thirds, quarters.

#### **Problem Solving**

- solve one step story problems with addition and subtraction.
- compare addition to adding on the calculator.
- solve problems by drawing pictures, writing the explanation, writing an equation.

#### **Number Operations**

- identify terms and signs of addition and subtraction.
- solve addition and subtraction problems horizontally and vertically.
- add and subtract fluently sums up to 18.
- demonstrate counting on, counting back, touch math.

#### **Algebra**

- create, extend and label a pattern (more than 2).

#### **Geometry**

- describe circle, square, triangle, rectangle.
- demonstrate the terms outside, inside, on, using the geoboard.
- identify and compare 2 and 3 dimensional objects.

#### **Measurement**

- indicate time to the hour and half hour.
- interpret the time that is 1-2 hours later and earlier.
- identify the days of the week, name the months and seasons of the year in order.
- identify and tell the value of penny, nickel, dime, quarter, count coins (penny, nickel, dime, quarter) up to a dollar.
- indicate what we need money for.
- identify basic tools for measurement (ruler, scale, thermometer).
- measure length with standard units (inches, feet).
- measure to determine heaviest, lightest object.

## 1<sup>st</sup> Grade Performance Expectations

**Expectations** describe concepts, knowledge and/or skills that will be instructed and assessed at each grade level. Since a student's developmental level cannot be determined solely by grade level, individual students will be at varying stages in their development. Teachers will assess student performance and plan instructional tasks and experiences in order to maximize a student's progress towards the attainment of the **expectations**.

### **Data**

- write and interpret data using simple graph.

### ▪ **Science**

#### **A first grader will**

- recognize that chunks of rocks come in all sizes, from boulders to grains of sand and even smaller.

#### **A first grader will**

- arrange pictures of living and non-living things.
- categorize animals into 5 groups
- identify what animals need to live and how their environment affects them.

#### **A first grader will**

- demonstrate an understanding of the concepts of balance and motion through hands on activities.
- sort pictures in to the categories of "push" and "pull".

### **Social Studies**

#### **A first grader will**

- identify north, south, east, west on a map.
- examine the compass rose and key on a map.
- identify symbols that represent real things and leaders in our community (flag, eagle, Uncle Sam, President, mayor, etc.).

#### **A first grader will**

- sort pictures into needs and wants.
- explain the difference between production, service, and retail of goods.
- identify businesses that make and sell goods and services for us.

#### **A first grader will**

- tell the difference between appropriate and inappropriate choices.
- demonstrate how to be responsible for self, belongings and school property.

#### **A first grader will**

- explain why we celebrate historical holidays (Thanksgiving and Martin Luther King Jr).
- compare and contrast how 2 different groups explain a situation differently.

#### **A first grader will**

- explain examples of how people from other cultures are different and similar to us.
- identify situations that may have occurred past, present, future, and long ago.

### **Health**

#### **Community Health**

##### **A first grader will**

- Show ways to be a responsible citizen within the school community.
- Exhibit ways to show appreciation to community members who help with out daily lives.
- identify community helpers by their job and clothing.

#### **Family Life**

##### **A first grader will**

- Show the similarities and differences among a variety of family situations.
- Identify the purpose for some of the rules and jobs you and your family members have.

#### **Mental and Emotional Health**

##### **A first grader will**

- Show appropriate ways to express feelings to others.
- Identify personal strengths and how they make you a better person

#### **Injury Prevention and Safety**

##### **A first grader will**

- Name rules for stranger danger, bike safety, traffic safety, play safety and bus safety.
- Show understanding of the different kinds of touches.
- Know what to do when they experience a bad touch.

#### **Personal Health**

##### **A first grader will**

- Identify selected body parts.
- Identify healthy activities.

#### **Prevention and Control of Disease**

##### **A first grader will**

- Describes what it feels like to be sick, and how to take care of self when sick.
- Demonstrates how to stop the spread of germs through proper self-care.

### **Music**

## 1<sup>st</sup> Grade Performance Expectations

**Expectations** describe concepts, knowledge and/or skills that will be instructed and assessed at each grade level. Since a student's developmental level cannot be determined solely by grade level, individual students will be at varying stages in their development. Teachers will assess student performance and plan instructional tasks and experiences in order to maximize a student's progress towards the attainment of the **expectations**.

### A first grader will

- demonstrate sounds going up or down.
- demonstrate high and low sounds.
- demonstrate loud and soft sounds.
- translate notes written around lines or in spaces of the staff.
- describe high and low sounds written on the staff (So and Mi).
- create music written on the staff using two or three notes.

### A first grader will

- move to a steady beat.
- describe fast and slow tempi.
- model long and short sounds.
- write the rhythm symbols for a quarter note, quarter rest, two eighth notes, and half note.

### A first grader will

- classify percussion instruments by woods, metals, skins, and shakers.
- develop their skills at playing accompaniments on classroom instruments.
- demonstrate appropriate care for classroom instruments.
- use classroom instruments to create sound stories.

### A first grader will

- identify some musical instruments by their sound.
- demonstrate rhythmic speech.
- identify music from other cultures.
- give examples of differing styles of music.

## Physical Education

### Movement skills

#### A first grader will

- demonstrate a variety of basic locomotor movements (e.g. running, skipping, hopping).
- demonstrate a variety of basic non-locomotor skills (e.g. bending, twisting).
- demonstrate a simple combinations of fundamental movement skills (e.g. body control, rhythmic).
- demonstrate control in spatial awareness and balance.

### Manipulative skills

#### A first grader will

- demonstrate a variety of basic object control skills (e.g. catch, dribble, throw).

- restate terms that describe a variety of relationships with objects.

### Physical fitness skills

#### A first grader will

- build muscular strength, muscular endurance and flexibility.

## Art

### Drawing

#### A first grader will

- develop controlled line and use of space.
- create thick and thin lines to show variety.
- use a variety of material to create line (markers, paint, colored pencil and pencil).

### Painting

#### A first grader will

- manipulate the brush appropriately when painting.
- develop brush control.
- create painting projects using watercolor and tempera paints.
- develop special techniques using other materials besides a brush to paint.
- recognize different types of art in illustrations: water color, color pencil, collage, paint.

### Ceramics

#### A first grader will

- create small sculptures out of clay.
- demonstrate how to use slab, coil and blending techniques.
- describe how clay is stacked and fired in a kiln.
- use watercolor and tempera to finish a clay project.  
describe what tools can be used to create a sculpture out of clay.

## Guidance

### Self acceptance

#### A first grader will

- identify ways in which he/she is unique.
- restate and name feelings.
- describe the ways in which feelings may be expressed.

## **1<sup>st</sup> Grade Performance Expectations**

**Expectations** describe concepts, knowledge and/or skills that will be instructed and assessed at each grade level. Since a student's developmental level cannot be determined solely by grade level, individual students will be at varying stages in their development. Teachers will assess student performance and plan instructional tasks and experiences in order to maximize a student's progress towards the attainment of the **expectations**.

### **Relationships**

#### **A first grader will**

- give examples of the physical similarities and differences among people.
- summarize ways to make and keep friends.
- dramatize how to express his/her feelings in order to resolve conflicts.
- rephrase how to express appreciation for others.

### **Educational development**

#### **A first grader will**

- discuss the need for listening and following directions.
- give examples of how learning is a step by step process.

## **Library / IMC**

#### **A first grader will**

- use a shelf marker correctly when browsing the shelves.
- identify a book's author and illustrator (class observation, oral assessment).
- identify a book's copyright year (class observation, oral assessment).
- identify a dedication page (class observation, oral assessment).
- identify a book's spine label when given author's name (class observation, oral assessment)
- locate easy-to-read-in-a-day books on the shelves using a spine label and call number (class observation, oral assessment).
- recognize different types of art in illustrations: water color, color pencil, collage, paint.
- describe the Caldecott Award.
- compare/contrast varying versions of folk tales (Three Little Pigs, Cinderella, and Rapunzel).
- retell a story including the beginning, middle, and end (plot).
- identify characters, setting, and problem in a story.