

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.

Ist Grade Expectations

2018-2019



Linn-Mar Community School District • 2999 North Tenth Street, Marion, Iowa 52302

lst Grade

(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.)

READING

Reading Literature

Key Ideas and Details

1. Ask and answer questions about key details in a text. (RL.1.1)

2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)

3. Describe characters, settings, and major events in a story, using key details. (RL.1.3)

IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feeling or appeal to the senses. (RL.1.4)

5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (RL.1.5)

6. Identify who is telling the story at various points in a text. (RL.1.6)

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7)

8. (Not applicable to literature) (RL.1.8)

9. Compare and contrast the adventures and experiences of characters in stories. (RL.1.9)

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10)

Reading Informational Text

Key Ideas and Details

1. Ask and answer questions about key details in a text. (RI.1.1)

2. Identify the main topic and retell key details of a text. (RI.1.2)

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)

IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)

5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6) **Integration of Knowledge and Ideas**

7. Use the illustrations and details in a text to describe its key ideas. (RI.1.7)

8. Identify the reasons an author gives to support points in a text. (RI.1.8)

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10)

Reading Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RF.1.1)

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.2)

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final –e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words. (RF.1.3)

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4)

Ex•pec•ta•tions: are statements driven by standards that establish reasonable but high expectations for student performance in a given developmental level by describing concepts, knowledge, and/or skills that will be instructed and assessed at each grade level or in each course. By the end of each grade level or course, the majority of students should be able to meet the following expectations.



WRITING

Text Types and Purposes

1. 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. (W.1.1)

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)

Production and Distribution of Writing

4. (Begins in grade 3) (W.1.4)

5. With guidance and support from adults, focus on a topic, respond to questions and suggesting from peers, and add details to strengthen writing as needed. (W.1.5)

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

Research to Build and Present Knowledge

7. 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). (W.1.7)

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)

9. (Begins in grade 4) (W.1.9)

Range of Writing

10. (Begins in grade 3) (W.1.10)

LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1)

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2)

Knowledge of Language

3. (Begins in grade 2) (L.1.3)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., *looks, looked, looking*). (L.1.4)

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. 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. (L.1.5)

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). (L.1.6)

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)

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1.0A

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations) (SL.1.6)

IA.3. Recite familiar stories, poems, nursery rhymes, and lines of a play.

MATH

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.AO.1)

2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.2)

Understand and apply properties of operations and the relationship between addition and subtraction

3. Apply properties of operations as strategies to add and subtract (students need not use formal terms for these properties) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known.* (*Commutative property of addition.*) *To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12* (*Associative property of addition.*) (1.OA.3)

4. Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. (1.OA.4)

Add and subtract within 20

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1.OA.5)

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). (1.OA.6)

Working with addition and subtraction equations

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For

example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. (1.OA.7) **8.** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?. (1.OA.8)

Number and Operations in Base Ten 1. NBT Extend the counting sequence 1. NBT

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. (1.NBT.1)

Understand place value

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- a. 10 can be thought of as a bundle of ten ones called a "ten".
- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (1.NBT.2)

3. Compare the two-digit numbers based on meanings of the tens and the ones digits, recording the results of comparisons with the symbols >, =, and <. (1.NBT.3)

Use place value understanding and properties of operations to add and subtract

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1.NBT.4)

5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1.NBT.5)

6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1.NBT.6)

Measurement and Data

1.MD

Measure lengths indirectly and by iterating length units 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1.MD.1)

2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of the same-size length units that span it with no gaps

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or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (1.MD.2)

Tell and write time

3. Tell and write time in hours and half-hours using analog and digital clocks. (1.MD.3)

Represent and interpret data

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1.MD.4)

Geometry

1.G

Reason with shapes and their attributes 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. (1.G.1)

2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism"). (1.G.2)

3. Partition circles and rectangles into two and four equal shares, describe the 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 shares. Understand for these examples that decomposing into more equal shares creates smaller shares. (1.G.3)

SCIENCE

1. A first grader will develop understandings of the following Life Science concepts:

• ways that plants and animals meet their basic needs

• observe structures of plants and discover ways to propagate new plants from mature plants

• provide for the needs of plants and animals living together in classroom terrariums

2. A first grader will develop understandings of the following **Physical Science concepts:**

sound comes from vibrating objects

• how to change sound volume and pitch, and develop simple models for how sound travels from a source to a receiver

- what happens when materials with different properties are placed in
- a beam of light and how to create and change shadows and reflections

• use sound and light devices to communicate information and compare the way animals use their sense to gather information

3. A first grader will develop understandings of the following Earth Science concepts:

• physical properties of earth materials that make them useful in different ways (ex. building materials)

· changes caused by natural forces which can break apart or smooth the surface of rocks

4. A first grader will develop understandings and abilities to do Scientific Inquiry by:

- inferring observing
- predicting measuring investigating
- classifying
- exploring experimenting
- recording reporting
- hypothesizing decision making

SOCIAL STUDIES

Theme: A Child's View

1. A first grader will demonstrate understanding of people, places, and environments by:

- recognizing that maps and globes use color and symbols
- recognizing that a map is a picture
- recognizing that a globe is a model
- recognizing simple map keys

2. A first grader will demonstrate understanding of the ways human beings view themselves by:

- identifying that different people may have different points of view
- understanding everyone has a culture
- · understanding families have needs
- understanding families have traditions
- understanding families come from various cultures
- understanding how the past contributes to the present

3. A first grader will demonstrate an understanding of interactions among individuals and groups by:

- identifying and demonstrating PRIDE rules
- · working independently and cooperatively to accomplish goals

4. A first grader will demonstrate an understanding of how people organize for the production, distribution, and consumption of goods and services by:

- distinguishing between needs and wants
- explaining and demonstrating the role of money in everyday life

HEALTH, HUMAN GROWTH, & DEVELOPMEN

1. A first grader will demonstrate how to prevent and control disease by:

- understanding that there are different kinds of germs
- understanding how germs are passed
- understanding how to stay healthy
- understanding it is normal to be ill sometimes
- understanding some illnesses can be passed from one person to another
- understanding the importance of compassion for the ill
- understanding HIV is passed through contaminated blood and not through casual contact

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2. A first grader will demonstrate behaviors to prevent (sexual) abuse and (sexual) harassment by:

understanding how to show respect for someone else's personal space

- understanding property rights, body rights, and the right to say "no"
- understanding clues that warn you that you may be violating someone's personal space
- understanding clues that warn you that someone may soon violate your personal space
- understanding what to do if someone invades your personal space and you don't like it
- understanding how to make such a person or persons stop
- understanding how to tell and whom to tell
- understanding the information in the Harassment Brochure

PHYSICAL EDUCATION

- 1. A first grader will continue to develop physical fitness by:
- participating in aerobic activities that promote cardiovascular
- endurance, muscular strength, agility, flexibility, and body composition 2. A first grader will continue to develop motor skills by:
- participating in activities to develop coordination using large and small muscle groups
- participating in activities to develop age appropriate motor patterns
- 3. A first grader will continue to develop wellness by:
- practicing habits important to a physically active lifestyle

4. A first grader will continue to develop responsible personal and social behavior in physical activity settings by:

• demonstrating the Linn-Mar PRIDE behaviors:

Promote positive attitudes; Respect yourself and others; Insist on your personal best; Discuss and listen actively; Expect honesty and be trustworthy

5. A first grader will continue to develop an understanding of rules and fair play by:

- following rules for activities
- learning basic strategies for activities

VISUAL ARTS

Content Standards and Student Expectations

1. Understanding and applying media, techniques, and processes The lessons are taught through these media: paint, chalk, pencil, crayons, paper, clay, ink, markers, and fibers. The student will:

- know the differences between materials, techniques, and processes
- use art materials and tools in a safe and responsible manner
- use a variety of materials to communicate

2. Using knowledge of structures and functions

The lessons explore elements and principles of art: color, form, line, shape, space, texture, value, balance, contrast, emphasis, movement, pattern, and rhythm.

- The student will:
- know the definitions of elements and principles
- be able to recognize elements and principles
- be able to apply elements and principles in artwork
- 3. Choosing and evaluating a range of subject matter, symbols, and ideas

The communication of ideas and their meanings are developed with choices of media, subject matter, and symbols.

The student will:

• use a variety of techniques/processes such as drawing, painting, sculpture, printmaking, and fiber art to explore and understand content for works of art

• know the difference between subject matter such as landscape, still life, and portrait

4. Understanding the visual arts in relation to history and cultures

Visual art is taught through the context of contemporary and historical cultures.

The student will:

• know that the visual arts have both a history and specific relationship to various cultures

• identify specific works of art as belonging to a particular culture, time and place

5. Reflecting upon and assessing the characteristics and merits of his/her work and the work of others

Aesthetic awareness is taught through the interpretation and evaluation of student work and works of others.

The student will:

- describe how artwork is used in daily life
- understand there are different responses to specific artwork
- know there are various purposes for creative works of visual arts
- 6. Making connections between visual arts and other disciplines

Interdisciplinary connections between visual arts and other disciplines are taught by comparison and integration of curriculum. The student will:

• identify connections between visual arts and other disciplines in the curriculum

• understand and use similarities and differences between characteristics of visual arts and other disciplines

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GENERAL MUSIC

- 1. A first grader will demonstrate appropriate singing techniques by:
- participating in all singing activities
- demonstrating appropriate posture
- opening mouth
- pronouncing words
- using singing voice
- 2. A first grader will perform rhythmic and melodic patterns on
- classroom instruments by:
- demonstrating steady beat
- demonstrating long and short sounds

3. A first grader will develop an understanding of music concepts (melody, rhythm, harmony, form, expression, tone color, style) by:

- distinguishing between high and low sounds
- distinguishing between fast and slow tempos
- identifying instruments by sound and sight
- building a music concept vocabulary

4. A first grader will demonstrate creativity and use of imagination by:

• listening, moving, playing instruments, singing, and dramatic play

- 5. A first grader will demonstrate appropriate personal actions and work ethic by:
- listening to and following directions
- working cooperatively in groups
- demonstrating effort in all activities

The Linn-Mar Community School District provides equal education and employment opportunities and will not discriminate on the basis of race, creed, color, religion, gender, age, national origin, marital status, sexual orientation or disability. Linn-Mar Community School District shall take affirmative action in recruitment, appointment, assignment, and advancement of women and men, minorities and disabled. Inquiries regarding compliance with equal educational or employment opportunities and/or affirmative action shall be directed to Equity Coordinator, Linn-Mar Community School District, 2999 North Tenth Street, Marion, IA, 52302. Inquiries may also be directed, in writing, to the Iowa Civil Rights Commission in Des Moines; the Director of the Region VII office of the United States Equal Employment Opportunities Commission; or the Director of the Region VII office of Civil Rights, United States Department of Education in Kansas City, Missouri.

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