

Language Arts

First Grade

Standard	Student Friendly Language	Vocabulary
ELA1R1 The student demonstrates knowledge of concepts of print.		
a. The student understands that there are correct spelling for words.	I know there are correct ways to spell words.	Spelling
b. The student identifies the beginning and end of a paragraph.	I can show the beginning and end of a paragraph.	Paragraph
c. The student demonstrates an understanding that punctuation and capitalization are used in all written sentences.	I understand and use capital letters and punctuation in my sentences.	Capitalization Punctuation sentence
ELA1R2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words.	I can read, change, and take apart words.	
a. The student isolates beginning, middle, and ending sounds in single syllable words.	I can sound out parts of a word.	Syllable
b. The student identifies onsets and rimes in spoken one syllable words.	I can identify beginning sounds and ending rimes.	Onset Rime
c. The student adds, deletes, or substitutes target sounds to change words	I can make new words by adding or taking away letters.	Words
d. The student distinguishes between long and short vowel sounds in spoken, one syllable words.	I can tell the difference between long and short vowels.	Long vowels Short vowels
e. The student orally blends two to four phonemes into recognizable and/or nonsense words.	I can blend sounds to make real words and nonsense words.	Phoneme Blend Nonsense words
f. The student automatically segments one syllable words into sounds.	I can sound out words.	segment

Standard	Student Friendly Language	Vocabulary
ELA1R3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words.	I know that letters and letter combinations make words.	
a. The student automatically generates the sounds for all letters and letter patterns, including long and short vowels.	I can make sounds for all letters.	Letter patterns
b. The student applies knowledge of letter-sound correspondence to decode new words.	I can use sounds to sound out words.	Decode
c. The student reads words containing consonant blends and digraphs.	I can read words with consonant blends and digraphs.	Consonant blend digraph
d. The student reads words with inflectional endings.	I can read words with inflectional endings.	Inflectional ending
e. The student reads compound words and contractions in grade appropriate text.	I can read compound words and contractions.	Compound words contraction
f. The student reads words containing vowel digraphs and r-controlled vowels.	I read words with correct vowel sounds.	Digraph, r-controlled vowels.
g. The student uses spelling patterns to recognize words.	I use spelling patterns to recognize words.	Spelling patterns
h. The student applies learned phonics skills when reading and writing words, sentences, and stories.	I use my sounds to read and write.	phonics

Standard	Student Friendly Language	Vocabulary
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ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression.	I can read the way I speak.	Accuracy, expression
a. The student applies letter-sound knowledge to decode quickly and accurately.	I can use letter sounds to read words.	decode
b. The student automatically recognizes additional high frequency and familiar words within texts.	I know my sight words when I read.	High frequency words
c. The student reads grade-level text with appropriate expression.	I can read grade-level books with expression.	
d. The student reads first grade text at a target rate of 60 words correct per minute.	I can correctly read 60 words a minute.	
e. The student uses self correction when subsequent reading indicates an earlier misreading within grade level text.	I can correct myself as I read when I realize I made a mistake.	Self correct

ELA1R5 The student acquires and uses grade-level words to communicate effectively.	I can read grade-level words and use them in conversations and writing.	
a. The student reads and listens to a variety of texts and uses new words in oral and written language.	I can learn and use new words in conversation and writing by listening to and reading books.	
b. The student recognizes grade-level words with multiple meanings.	I recognize grade-level words with more than one meaning.	Multiple meanings
c. The student identifies words that are opposites (antonyms) or have similar meanings (synonyms).	I can recognize words that are opposites. I can recognize words that mean the same.	Synonyms, antonyms

Standard	Student Friendly Language	Vocabulary
ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade level text.	I can use strategies to understand what I read.	Strategy
a. The student reads and listens to a variety of texts for information and pleasure.	I like read and listen to different types of books.	Text, information
b. The student makes predictions using prior knowledge.	I can make predictions using what I know.	prediction
c. The student asks and answers questions about essential narrative elements (beginning-middle-end, setting, characters, problems, events, resolution) of a read aloud or independently read text.	I can ask and answer questions about a book I heard or read.	Character, setting, problem, event, resolution
d. The student retells stories read independently or read with a partner.	I can retell a story I have read by myself or with a partner.	retell
e. The student distinguishes fact from fiction in a text.	I can tell the difference between fact and fiction in a story	Fact, fiction
f. The student makes connections between texts and/or personal experiences.	I can think about how a book is like my life.	Connections
g. The student identifies the main idea and supporting details of informational text read or heard.	I know what an informational book is about.	Main idea, supporting details
h. The student self monitors comprehension and rereads when necessary.	I understand what I read and can correct my mistakes.	Self monitor, reread, comprehension
i. The student recognizes cause and effect relationships in text.	I can find what happens and why it happens in a story.	Cause, effect
j. The student identifies word parts to determine meanings.	I can find little words in big words to understand what a word means.	Word parts
k. The student begins to use dictionary and glossary skills to determine word meanings.	I can use a dictionary and a glossary to find what words mean.	Dictionary, glossary
l. The student recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.	I can compare and contrast plot, setting, and characters between books.	Compare, contrast

m. The student recognizes and uses graphic features and graphic organizers to understand text.	I can use graphic organizers to understand text.	Graphic organizers
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Standard	Student Friendly Language	Vocabulary
ELA1LSV1 The student uses oral and visual strategies to communicate.	I can use words and pictures to communicate.	Communicate
a. The student follows three part oral directions.	I can follow 3-step directions.	Directions
b. The student recalls information presented orally.	I can remember information that was spoken to me.	Recall
c. The student responds appropriately to orally presented questions.	I can answer questions.	Question
d. The student increases vocabulary to reflect a growing range of interests and knowledge.	I can learn new words to tell more about what I like and know.	Interest Knowledge
e. The student communicates effectively when relating experiences and retelling stories read, heard, or viewed.	I can use words to retell stories that I have read, heard, or seen.	Retell Relate
f. The student uses complete sentences when speaking.	I use complete sentences when I speak.	Complete sentence

ELA1W1 The student begins to demonstrate competency in the writing process.		
a. The student writes texts of a length appropriate to address a topic and tell a story.	I can stay on topic when I write.	topic
b. The student describes an experience in writing.	I can write about an experience.	
c. The student rereads writing to self and others, revises to add details, and edits to make corrections.	I can use the writing process to make my work better.	Reread, revise, edit, corrections
d. The student prints with appropriate spacing between words and sentences.	I can write with correct spacing.	Word, sentence
e. The student writes in complete sentences with correct subject verb agreement.	I can write complete sentence using a noun and a verb.	Noun, verb
f. The student uses nouns (singular and plural) correctly.	I can use nouns correctly.	Singular, plural

g. The student begins to use personal pronouns (I, me, we, us) in place of nouns.	I can use pronouns correctly.	Pronoun
h. The student uses singular possessive pronouns.	I can use singular possessive pronouns.	Singular possessive pronoun
i. The student begins to write different types of sentences (simple/compound, and declarative/interrogative).	I can write different types of sentences.	Simple sentence, compound sentence, declarative sentence, interrogative sentence.
j. The student begins to use common rules of spelling.	I can use spelling rules.	
k. The student begins to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic.	I can use resources and strategies to get information for writing.	Dictionaries, the internet
l. The student uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (personal names, months).	I can capitalize and use correct punctuation.	Period, question mark, capitalization, common noun, proper noun
m. The student uses commas in a series of items.	I can use a comma in a series.	Comma in a series

First Grade

Math

Standard	Student Friendly Language	Vocabulary
M1G1: a-c Students will study and create various two and three-dimensional figures and identify basic figures (squares, circles, triangles, and rectangles) within them.	I can create 2-d and 3-D shapes.	2-D figures, 3-D figures, figure
a. Build, draw, name, and describe triangles, rectangles, pentagons, and hexagons.	I can draw, build, name, and describe triangles, rectangles, pentagons, and hexagons.	Triangles, rectangles, pentagons, hexagons
b. Build, represent, name, and describe cylinders, cones, and rectangular prisms	I can build, name, show, and describe cylinders, cones, and rectangular prisms.	Cylinder, cone, rectangular prism
c. Create pictures and designs using shapes, including overlapping shapes.	I can draw pictures and designs using shapes and overlapping shapes.	shapes

M1G3 Students will arrange and describe objects in space by proximity, position, and direction	I can arrange shapes by position and direction.	Near, far, below, above, up, down, behind, in front, next to, left, right
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M1M1: a-c Students will compare and/or order the length, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit.	I can compare the length, weight, or capacity of objects.	non-standard unit, measure
a. Directly compare length, weight, and capacity of concrete objects.	I can compare objects by length, weight, and capacity.	Length, weight, capacity
b. Estimate and measure using a non-standard unit that is smaller than the object to be measured.	I can estimate and measure an object by using smaller objects.	Estimate, measure
c. Measure with a tool by creating a "ruled" stick, tape, or container by marking off ten segments of the repeated single unit.	I can measure with a tool that I have created using 10 even lines.	Segment, unit

Standard	Student Friendly Language	Vocabulary
M1M2: a-c Students will develop an understanding of the measurement of time.	I understand how to measure time.	Time
a. Tell time to the nearest hour and half hour and understand the movement of the minute hand and how it relates to the hour hand.	I can tell time to the nearest hour and half hour. I understand how the minute and hour hand move.	Hour, half hour, minute hand, hour hand, clock
b. Begin to understand the relationships of calendar time by knowing the number of days in a week and months in a year.	I know the number of days in a week and the number of months in a year.	Calendar, months, days, week, and year
c. Compare and/or order the sequence or duration of events	I can sequence events.	Shorter, longer, before, after

M1N1: a-d Students will estimate, model, compare, order, and represent whole numbers up to 100.	I can guess, show, compare, count, and order whole numbers to 100.	
a. Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using counters and pictures.	I can show a number using models, pictures, and number sentences. I can show numbers in groups of tens and ones.	Whole number, tens and ones, 100, number sentence
b. Correctly count and represent the number of objects in a set of numerals.	I can count and show numbers in a set.	Numerals, set, represent
c. Compare small sets using the terms greater than, less than, and equal to.	I can decide which sets are greater than, less than, or equal to other sets.	Greater than, less than, equal to, compare
d. Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.	I understand and can use a number line to order any number up to 100.	Magnitude, sequence, number line

Standard	Student Friendly Language	Vocabulary
M1N1 e-f Students will estimate, model, compare, order, and represent whole numbers up to 100.	I can guess, show, compare, count, and order whole numbers to 100.	
e. Exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters, and count out a combination needed to purchase items less than a dollar.	I can make fair trades using pennies, nickels, dimes, and quarters.	Fair trade (equivalent exchange), penny, nickel, dime, quarter, purchase, coin combinations
f. Identify bills (\$1, \$5, \$10, and \$20) by name and value and exchange equivalent quantities by making fair trades involving combinations of bills and count a combination of bills needed to purchase items less than twenty dollars.	I can name and exchange bills by making fair trades to \$20.	Bill, currency

M1N2: a-b Understand place value notation of the numbers between 1 and 100.	I can show the place value of numbers between 1 and 100	Place value
a. Determine which multiple of ten a given number is nearest (rounding) using tools such as a sequential number line or hundreds chart to assist in estimating.	I can round to the nearest multiple of ten.	Multiple of ten, rounding, estimate
b. Represent collections of less than 30 objects with 2 digit numbers and understand the meaning of place value.	I can name sets of less than 30 objects and give the place value of a number.	Tens, ones, digit

Standard	Student Friendly Language	Vocabulary
M1N3 Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.	I can add and subtract numbers less than 100 and I understand that addition and subtraction are related.	Addition, subtraction, inverse relationship
a. Identify one more than, one less than, 10 more than, and 10 less than a given number.	I can count on and count back by 1 and 10 on any number.	More than, less than
b. Skip-count by 2's, 5's, and 10's forward and backwards-to and from numbers up to 100	I can skip count by 2's, 5's, and 10's forwards and backwards up to 100.	Skip counting
c. Compose/decompose numbers up to 10-“break numbers apart”	I can break numbers apart and put them back together.	Compose, decompose
d. Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less.	I know when to subtract.	How many more, how many less
e. Understand addition and subtraction number combinations using strategies such as counting on, counting back, doubles, and making tens.	I can use strategies to add and subtract.	Strategy, counting on, counting back, doubles, making tens
f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency.	I know addition and subtraction facts up to 18.	fact
g. Apply addition and subtraction to 2 digit numbers without regrouping.	I can add and subtract 2 digit numbers.	
h. Solve and create word problems involving addition and subtraction to 100 without regrouping. Use words, pictures, and concrete models to interpret story problems and reflect the combining sets as addition and taking away or comparing elements of sets as subtraction.	I can solve and create my own addition and subtraction word problems. I use strategies and key words to solve word problems.	Word problem, regroup

Standard	Student Friendly Language	Vocabulary
M1N4 Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, and diagrams.	I can count up to 100 objects by dividing them into fair shares.	Divide, equal parts, represent
a. Use informal strategies to share objects equally between 2 to 5 people.	I can figure out ways to share between 2 to 5 people.	equal
b. Build number patterns, including concepts of even and odd, using various concrete representations.	I can find patterns in numbers. I know which numbers are even and odd.	Even, odd
c. Identify, label, and relate fractions (halves, fourths) as equal parts of a whole using pictures and models.	I can identify and create fractions.	Fraction, halves, fourths

M1P1 Student will solve problems that arise in mathematics and in other contexts.	I can solve math problems.	Story problem, problem posing
a. Solve non-routine word problems using the strategy make a picture or diagram and continue to develop the strategy act out or use objects learned in kindergarten.	I can use strategies to solve different types of word problems.	strategy
b. Solve single step routine word problems related to all appropriate first grade math standards.	I can solve 1 st grade word problems.	
c. Determine the operations needed to solve a problem.	I know which operation is needed to solve a problem.	operation
d. Determine the most efficient way to solve a problem.	I can problem solve.	

M1P2 Students will investigate, develop, and evaluate mathematical arguments.	I can think about, work out, and prove math problems.	proof/prove strategies
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M1P3 Students will use the language of mathematics to express ideas precisely.	I can use math words to describe how to solve a problem.	vocabulary
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Standard	Student Friendly Language	Vocabulary
<p>M1P4 Students will understand how mathematical ideas interconnect and build on one another and will apply mathematics in other content areas.</p>	<p>I understand that what I learn now will help me learn new things in math. I can use math skills in other school subjects.</p>	<p>Inverse operation Repeated addition</p>
<p>M1P5 Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.</p>	<p>I can draw, build, and use objects or pictures to show, record, and tell what I know in math.</p>	<p>Manipulatives Model Symbol record</p>

First Grade Science

Standard	Student Friendly Language	Vocabulary
S1CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.	I will use my habits of mind to explore the world.	Curiosity, honesty, openness, skepticism
a. The students will raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.	I ask questions about the world around me.	

S1CS2 The students will have the computation and estimation skills necessary for analyzing data and following scientific explanations	I can solve and estimate data.	Computation, estimation
a. The student will use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.	I can use numbers to order, count, identify, measure, and describe things and experiences.	Whole number
b. The student will readily give the sums and differences of single digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.	I can add and subtract numbers to see if my answer is correct.	Sum, difference
c. The student will give rough estimates of numerical answers to problems before doing them formally.	I will estimate problems before doing them.	
d. The student will make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.	I can estimate length, weight, and time.	Length, weight, time interval

Standard	Student Friendly Language	Vocabulary
S1CS3 The students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.	I can use tools to observe, measure, and manipulate objects.	Observe, measure, manipulate
a. The student will use ordinary hand tools and instruments to construct, measure, and look at objects.	I can use hand tools and instruments to construct, measure, and look at objects.	Construct
b. The student will make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.	I can make a tool out of everyday objects.	Task, paper, cardboard, wood, plastic, metal
c. The student will identify and practice accepted safety procedures in manipulating science materials and equipment.	I know and practice safety procedures when using science materials.	Safety procedure

S1CS4 The students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.	I use different things to explore science and technology.	System, model, scale
a. The student will use a model, such as a toy or a picture, to describe a feature of the primary thing.	I can use a model to describe a picture.	Model
b. The student will describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.	I can identify a reaction after a change.	Size, weight, color, movement, change
c. The student will compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.	I can compare man-made and natural things based on attributes.	Age, speed, human made, natural

Standard	Student Friendly Language	Vocabulary
S1CS5 The students will communicate scientific ideas and activities clearly.	I can talk about science.	
a. The student will describe and compare things in terms of number, shape, texture, size, weight, color, and motion.	I can describe and compare things by attributes.	Compare, texture, motion, size, weight, shape, color
b. The student will draw pictures that correctly portray features of the thing being described.	I can draw pictures of things described to me.	
c. The student will use simple pictographs and bar graphs to communicate data.	I can use a graph to show data	Pictograph, bar graph

S1CS6 The students will be familiar with the character of scientific knowledge and how it is achieved.	I know how to use scientific knowledge.	
a. The students will recognize that when a science investigation is done the way it was done before, we expect to get a similar result.	I can expect the same results if I do an experiment over the same way.	Investigate, result
b. The students will recognize that science involves collecting data and testing hypotheses.	I will collect data and test my hypotheses.	hypothesis
c. The students will recognize that scientists often repeat experiments multiple times, and subject their ideas to criticism by other scientists who may disagree with them and do further tests.	I know that scientists do their experiments over and over. Some people do not agree with their findings.	experiment
d. The students will recognize that all different kinds of people can be and are scientists.	I know everyone is a scientist.	scientist

Standard	Student Friendly Language	Vocabulary
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<p>S1CS7 The students will understand important features of the process of scientific inquiry.</p>	<p>I understand the scientific process.</p>	<p>Scientific inquiry</p>
<p>The students will apply the following to inquiry learning practices:</p>		
<p>a. scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.</p>	<p>I can talk like a scientist.</p>	<p>Observation</p>
<p>b. In doing science, it is often helpful to work as a team. All team members should reach individual conclusions and share their understandings with other members of the team in order to develop a consensus.</p>	<p>I can work with a team to reach scientific conclusions.</p>	<p>conclusion</p>
<p>c. Tools such as thermometers, rulers, and balances often give more information about things than can be obtained by just observing things without help.</p>	<p>I can use a thermometer, ruler, and balance to observe.</p>	<p>Thermometer, ruler, balance</p>
<p>d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.</p>	<p>I can observe animals and plants without harming them.</p>	

Standard	Student Friendly Language	Vocabulary
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<p>S1E1The students will observe, measure, and communicate weather data to see patterns in weather and climate.</p>	<p>I can observe, measure, and report weather data.</p>	<p>Observe, measure, data, weather, climate</p>
<p>a. The students will identify different types of weather and the characteristics of each type.</p>	<p>I can identify different types of weather and their characteristics.</p>	<p>characteristic</p>
<p>b. The students will investigate weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally.</p>	<p>I can use weather instruments to record weather data in a journal.</p>	<p>Thermometer, wind vane, rain gauge</p>
<p>c. The students will correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes.</p>	<p>I know about changes in weather due to seasons.</p>	<p>Temperature, precipitation, seasons</p>

<p>S1E2 The students will observe and record changes in water as it relates to weather.</p>	<p>I can observe and record how weather changes water.</p>	<p>Observe, record, weather</p>
<p>a. The students will recognize changes in water when it freezes (ice) and when it melts (water).</p>	<p>I know how water changes when it freezes or melts.</p>	<p>Freeze, melt</p>
<p>b. The students will identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).</p>	<p>I can identify rain, snow, sleet, and hail and tell if it is a solid or a liquid.</p>	<p>Solid, liquid, rain, snow, sleet, hailstones</p>
<p>c. The students will determine that the weight of water before freezing, after freezing, and after melting, stays the same.</p>	<p>I know that water weighs the same even if it is frozen or melted.</p>	
<p>d. The students will determine that water in an open container disappears into the air over time, but water in a closed container does not.</p>	<p>I understand that water in an open container evaporates and water in a closed container remains the same.</p>	

Standard	Student Friendly Language	Vocabulary
S1L1 The students will investigate the characteristics and basic needs of plants and animals.	I know that plants and animals have basic needs.	Plants, animals, needs.
a. Identify the basic needs of a plant.	I know plants need:	
1. air	air	air
2. water	water	water
3. light	Light	light
4. nutrients	Nutrients	nutrient
b. Identify the basic needs of an animal.	I know animals need:	
1. air	Air	Air
2. water	Water	Water
3. food	Food	Food
4. shelter	Shelter	Shelter
c. Identify the parts of a plant-root, stem, leaf, and flower.	I know the parts of a plant.	Root, stem, leaf, flower
d. Compare and describe various animals – appearance, motion, growth, basic needs.	I can compare animals based on attributes.	Appearance, motion, growth, basic needs.

S1P1 Students will investigate light and sound.	I investigate light and sound.	Light, sound, investigate
a. The students will recognize sources of light.	I know where light comes from.	Source
b. The students will explain how shadows are made.	I know how shadows are made	Shadow
c. The students will investigate how vibrations produce sound.	I can investigate how vibrations make sound.	vibrations
d. The students will differentiate between various sounds in terms of (pitch) high or low and (volume) loud or soft.	I can tell the difference between different kinds of sound.	Pitch, volume
e. The students will identify emergency sounds and sounds that help us stay safe.	I can identify emergency sounds that keep us safe.	Emergency sounds