

## GRADE ONE LEARNER EXPECTATIONS

### Parents' Guide to First Grade

#### Some Developmental Characteristics Displayed by Many Six-Year-Olds

- ☉ Go to bed quite willingly; some like to take a book or chat with mom or dad.
- ☉ Typically sleep about 11 hours daily.
- ☉ Seem to be active almost constantly, even when sitting; some will stand or walk while working.
- ☉ Tend to be somewhat clumsy and dawdlers.
- ☉ Enjoy making things and are inventive. Concocting new things are favorite activities.
- ☉ Need to be in the middle of things, to be first, to win.
- ☉ Often pair up with peers and have best friends, but friendships may be erratic, and pair combinations may change many times during school year.
- ☉ "Tattling" is a pronounced characteristic.
- ☉ Like to work at school but more in spurts. Don't show the persistence they will show later.
- ☉ Love to hear about past times, especially about their mom or dad's childhood.
- ☉ Love to talk, share their thoughts, and have a conversation.

Source:

*Families, Schools, Communities Learning Together - Special Edition: Guide to Developing Grade-Level Brochures for Parents.*

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#### LANGUAGE ARTS

##### Reading: Foundational Skills

- Demonstrates understanding of spoken words, syllables, and sounds.
- Applies grade level phonics and word analysis skills when decoding unknown words.
- Reads and understands grade level text with accuracy and fluency.

##### Reading: Literature

- Asks and answers questions about key details.
- Retells stories, including key details when speaking and writing.
- Compares and contrasts characters and identifies the storyteller.

##### Reading: Informational

- Asks and answers questions about key details in informational texts.
- Identifies main topic and retells, using information from the text, text features, and illustrations.
- Compares and contrasts similarities between two texts about the same topic.

##### Writing

- Writes opinion, informative/explanatory, and narrative pieces
- Writes on topic, responds to questions and suggestions from peers, and adds details to strengthen writing.
- Participates in shared research projects.
- Applies legible and fluent printing skills when completing written assignments.
- With guidance and support from adults, uses digital tools to produce and publish writing.

##### Language

- Uses appropriate grammar, punctuation and capitalization when writing.
- Applies grade level spelling words and spelling patterns when writing.

##### Speaking and Listening

- Takes part in conversations about grade level topics and texts.

#### MATH

##### Operations and Algebraic Thinking

- Represents and solves addition/subtraction word problems within 20 using objects, drawings or equations.
- Solves word problems using addition of three numbers with sums to 20.
- Applies addition and subtraction properties (commutative/associative).
- Relates counting to addition and subtraction.
- Adds and subtracts within 20 using strategies.
- Fluently adds and subtracts within 10.
- Understands the meaning of the equal sign ( $6=6$ ,  $7=8-1$ ,  $5+2=4+3$ )
- Determines the unknown number in addition and subtraction equations.

##### Number and Operations in Base Ten

- Counts to 120 starting at any number less than 120.
- Understands the count sequence to 120 (reads, writes, represents).
- Understands two-digit numbers as tens and ones.
- Compares two-digit numbers using  $<$ ,  $=$ ,  $>$ .

- Adds within 100 using models and strategies based on place value.
- Mentally adds and subtracts multiples on 10.

**Measurement and Data**

- Measures and compares objects by using repeated lengths.
- Tells and writes time in hours and half-hours using analog and digital clocks.
- Organizes, represents and interprets data with up to three categories.

**Geometry**

- Describes and classifies common shapes using attributes.
- Composes 2-D and 3-D shapes.
- Partitions shapes into equal parts and describes using halves and fourths.

**Mathematical Practices**

- Understands the problem situation: makes sense of problems; reasons abstractly and quantitatively.
- Represents the problem situation: models with mathematics; looks for and makes use of structure.
- Solves the problem: uses appropriate tools; uses repeated reasoning.
- Checks that the answer makes sense: critiques the reasoning of others; attends to precision.

**SCIENCE/HEALTH**

- Observes through hands-on exploration.
- Compares similarities and differences.
- Communicates observations.

**SOCIAL STUDIES**

- Explores the importance of families and examines different types of families in different times and places.

- Communicates understanding of our country.
- Locates features on a variety of maps and/or globes.

**PHYSICAL EDUCATION**

- Performs the hop with take-off and landing on the same foot and maintains form for three consecutive hops in a forward direction.
- Performs the underhand toss with pendulum arm motion and follows through toward target.
- Identifies the heart as a muscle that grows stronger with physical activity.
- Demonstrates safe, respectful, and responsible behaviors during active participation.

**VISUAL ARTS**

- Uses the language of art when describing works of art.
- Uses basic art skills and techniques to produce quality works of art.
- Creates art that expresses original ideas.
- Demonstrates the ability to explain the meaning in works of art.

**MUSIC**

- Moves expressively.
- Uses a singing voice.
- Performs a steady beat.

**BEHAVIORS OF LIFELONG LEARNERS**

**Collaborative Worker**

- ◆ Cooperates with others.
- ◆ Demonstrates respect and compassion for others.

**Community Contributor**

- ◆ Takes responsibility for self and materials.
- ◆ Accepts responsibility for actions.
- ◆ Demonstrates self-control.
- ◆ Participates appropriately in group discussion.

**Quality Producer**

- ◆ Initiates and completes tasks on time.
- ◆ Strives for accuracy, quality and neatness.

**Complex Thinker**

- ◆ Thinks, questions, and solves problems in a variety of ways.
- ◆ Demonstrates curiosity in learning.
- ◆ Demonstrates a willingness to try new experiences.

