

# 1st Grade Learning Goals

Each area of our grade card matches the Missouri Learning Standards set by the state. **By the end** of 1st Grade, our goal is to have each student where they need to be. The following is an explanation of what each standard means:

## Reading

### *Phonics Goal:*

- I know how to identify words and sentences.
- I can recognize and make rhyming words.
- I can count and divide words into syllables.
- I can find and say the beginning, middle and end sounds of multiple syllable words.
- I can match long and short vowel sounds with the letters that go with them.
- I can blend sounds together.

### *Fluency Goal:*

- I can read books at my grade level independently.
- I can read all the words on the first grade sight word list.
- I can read compound words and contractions.
- I can correct myself when I make a mistake.

### *Reading Goal:*

- I can ask and answer questions about who, what, when, where, why and how in a story.
- I can retell a story in order, beginning, middle and end with details.
- I can identify characters, setting and plot in stories.
- I can tell what the main idea is along with supporting details.
- I can make predictions about what might happen next.
- I can identify text features like dialogue and sensory words.
- I can tell the difference between fiction, non-fiction, poetry, and plays.

### *Vocabulary Goal:*

- I can use letter sounds to make out new words.
- I can figure out what words mean by thinking about what I have read.
- I can tell the difference between verbs that are almost alike (walk, march, strut).
- I can use new words when I speak and write.
- I can use prefixes, root words and suffixes to help understand what a word means.
- I can identify action words (verbs) and people, places, and things (nouns).

### *Connections Goal:*

- I can tell how two stories are the same and different in fiction and non-fiction.
- I can tell how people, events or ideas are connected.

## Writing

### *Conventions Goal:*

- I can capitalize and punctuate sentences correctly.
- I leave spaces between my words and write legibly.
- I can produce complete simple and compound sentences.

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## *Writing Process Goal:*

- I can brainstorm and record my ideas.
- I can write multiple sentences for different purposes and stay on topic.
- My stories have a beginning and an end.
- My stories have a logical order.
- I can find mistakes in my writing and fix them.

## *Research Process Goal:*

- I can ask questions about a topic.
- I can gather information about a topic.
- I can organize my information into something to share with others.

## **Speaking and Listening**

### *Listening Goal:*

- I follow classroom listening rules.
- I listen and follow two-step instructions.
- I can listen and build upon a conversation with teachers and classmates.

### *Speaking Goal:*

- I speak loud enough and clearly enough for others to understand me.
- I can wait my turn to share my thoughts.
- I can explain a topic to others.
- I speak using complete sentences and adjust volume as needed.

## **Math**

### *Number Sense Goal:*

- I can count to 120 starting at any number.
- I can count backward from 20.
- I can count, read and write my numbers. Ex: how many jelly beans? 32, thirty-two
- I can count by 5s to 100 starting at any multiple of five. Ex: count to 100 by 5s starting at 70.

### *Base 10 Goal:*

- I understand numbers can be broken into ones and tens.
- I can compare two-digit numbers using  $<$ ,  $>$ ,  $=$ .
- I can count by 10s to 120 starting at any multiple of 10.
- I can calculate 10 more or 10 less from any number.
- I can add or subtract a multiple of 10 from any two digit number.

### *Data and Statistics Goal:*

- I can collect, organize and represent data with up to three categories. Ex: Divide buttons by their color, size or shape.
- I can draw conclusions from object and picture charts, T-charts and tallies.

### *Geometry and Measurement Goal:*

- I can describe and draw two and three dimensional shapes.

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- I can explain defining vs. non-defining attributes.
- I can break circles and rectangles into two or four equal shares.
- I can describe the shares using halves and quarters.
- I can compare objects using length.
- I know the value of pennies, nickels, dimes and quarters.
- I can tell and write time in hours and half-hours with both types of clocks.

## *Relationships and Algebraic:*

- I can add and subtract with numbers from 1-20
- I can add three numbers whose sum equals 20..
- I can tell whether a number sentence with addition or subtraction is true or false. Ex:  $3+7=12$  or  $7-3=4$
- I can solve unknown number problems. Ex:  $7+ \underline{\quad} =15$

## **Science**

### *Universe Goal:*

- I can describe the sun, moon and stars and their patterns over time.

### *Earth's Systems Goal:*

- I can identify patterns between weather data and weather phenomena (when it is cold it could snow, when it is hot it rains).

### *Engineering Goal:*

- I can ask questions, make observations and gather information about a simple problem.
- I can develop a drawing or model to illustrate how to solve the problem.
- I can analyze data on two ways to solve the same problem to compare strengths and weaknesses.

### *Energy Goal:*

- I can identify the source of energy that causes an increase in temperature.

### *Waves Goal:*

- I can plan and conduct investigations to explain vibrations and sound.
- I can use tools and materials to design and build a device that uses light or sound to communicate over distance.

### *Molecules to Organisms Goal:*

- I can study how plants and animals use their external parts to meet their needs and create a solution for humans. Ex: turtle shells protect like bicycle helmets.

### *Heredity Goal:*

- I can make observations on how young plants and animals are like their parents, but not exactly.

## **Social Studies**

### *Democracy Goal:*

- I can identify and explain why cities make laws.
- I can discuss how individual rights are protected.
- I can give examples of being an active and informed citizen.

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- I can describe the character traits of role models within our community.
- I can identify and explain the importance of the Statue of Liberty, U.S. Capitol, the Liberty Bell and bald eagles.

## *Government Systems Goal:*

- I can describe how authoritative decisions are made, enforced and interpreted in school and local communities.
- I can describe the roles and responsibilities of people in government.

## *History Goal:*

- I can compare and contrast our community in the past and present.
- I can describe important people in history.

## *Economic Goal:*

- I can describe examples of scarcity in our school and community.
- I can describe goods and services.
- I can describe consumers and producers.

## *Geography Goal:*

- I can identify globes as representations of real places.
- I can read, construct and use maps with a title and key.
- I can describe how maps are created for different purposes.
- I can use a compass rose to identify cardinal directions on a map.
- I can locate a place on a map and describe its relative location.
- I can describe the physical and human characteristics of our community.

## *People and Cultures Goal:*

- I can describe the cultural characteristics of my community.
- I can propose peaceful resolutions of disputes in class and on the playground.
- I can recount stories about locations, people and cultural events in our community.
- I can describe how our community remembers and celebrates our heritage.

## *Inquiry Goal:*

- I can label and analyze primary and secondary social studies sources with help.
- I can use artifacts to share information on social studies topics.
- I can use visual tools to communicate information.
- I can share what I learn about a topic.
- I can ask questions and find answers.