

GRADE 1 "I CAN" STATEMENTS

Language Arts

Standard: Phonemic Awareness/Word Recognition/Fluency

- 1. I can show my teacher examples of letters, words, and sentences.
- 2. I can read and say the beginning sounds in words.
- 2. I can read and say the ending sounds in words.
- 3. I can say the sounds of all the letters.
- 3. I can read words by using the **Consonant Vowel Consonant** pattern.
- 3. I know the short vowel sounds.
- 3. I can match sounds to letters.
- 3. I know the long vowel sounds.
- 3. I can use letter patterns to read new words.
- 4. I can use the sounds of the letters to read new words.
- 5. I can use word families to sound out words.
- 6. I can sound out words by blending sounds into words.
- 7. I can change sounds to make a new word or to rhyme words.
- 8. I can read the words on my sight word list.
- 9. I can read accurately, which means I read the words correctly.
- 9. I can read fluently, which means I read like I talk.
- 10. I read aloud and change my voice to show expression.
- 10. When I read, I stop at periods and I make my voice show a question when there is a question mark.

Standard: Acquisition of Vocabulary

- 1. I use the word order in sentences to help me identify new words.
- 1. I use clues within the sentence to help me identify new words.
- 1. I use word order in sentences to help me define new words.
- 1. I use clues within the sentence to help me define new words.
- 2. I can identify synonyms, that is, words that have similar meanings.
- 2. I can identify antonyms, that is, words that have opposite meanings.
- 3. I can group words into categories.
- 4. I can read the sight words on the word wall.
- 5. I can tell the difference between words that sound alike but have different meanings.
- 6. I can identify compound words.
- 6. I can predict the meaning of a compound word because I know the individual words.
- 7. I can identify contractions.
- 7. I know abbreviations are a short way to write longer words.
- 7. I can identify abbreviations.
- 8. I can read root words.
- 8. I can read words with -ing, -ed, and -s at the end.
- 9. I use a dictionary to help me determine the meaning of words I do not know.

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Standard: Reading Process

- 1. I know what an author does.
- 1. I know what an illustrator does.
- 2. I know why I'm reading. I can tell my teacher why I'm reading.
- 3. I draw pictures that show what I have read.
- 3. I talk to my teacher and classmates about what I read.
- 3. I write about what I have read.
- 4. I can make predictions about what I am reading.
- 4. I can support my predictions with information from the story.
- 5. I can make connections between what is being read and what I already know about the topic.
- 6. I can tell the important ideas in a fictional text.
- 6. I can tell the important ideas in a non-fictional text.
- 7. I use graphic organizers to show that I understand the story with my teacher's help.
- 8. I can answer questions about what I am reading.
- 9. I ask questions while I am reading.
- 9. I ask questions about the story while we are reading in reading group.
- 10. I choose books for many reasons.
- 11. I read for many reasons.

Standard: Informational Text (Non-Fiction)

- 1. When I read a non-fiction book, I use the title page, picture captions, and illustrations to know what the book is about.
- 2. I can tell the order things happened in a non-fiction book.
- 3. I ask questions to understand what is important (ex. who, what, when, where, why, and how) when reading informational texts.
- 4. With my teacher's help I can identify the main idea and details in a non-fiction book.
- 5. I know that non-fiction books often have diagrams, charts, graphs, and maps.
- 5. I can talk about the diagrams, charts, graphs, and maps that help me understand non-fiction.
- 6. I can follow directions.

Standard: Literary Text (Fiction)

- 1. I can tell what I think or feel about the story.
- 1. I use facts or events from the story to tell what I think or feel.
- 2. I can identify the characters in a story.
- 2. I can identify the setting of the story.
- 2. I can identify the events that occur in a story.
- 3. I can retell a story with the beginning, middle, and end.
- 3. I can retell a story and the important things that happen.
- 4. I know the difference between stories, poems, and plays.
- 5. I can find patterns in stories and poems.

GRADE 1 "I CAN" STATEMENTS

Standard: Writing Processes

- 1. I can find writing ideas by talking with others.
- 2. I can develop a main idea for my writing.
- 3. I can decide on a purpose and audience for my writing.
- 4. I can plan my thinking before I write with webs, lists and other organizers.
- 5. I can write with a beginning, middle and end.
- 6. I can write complete sentences.
- 7. I can repeat language used in a book.
- 8. I can use technology to write text.
- 9. I can reread my writing, checking to make sure it makes sense.
- 10. I can add describing words and details to make my writing more interesting.
- 11. I can use a word wall, word bank, or dictionary to choose words for my writing.
- 12. I can proofread my writing to check for capitalization, spelling and punctuation.
- 13. I can use a rubric or checklist to help me judge the quality of writing.
- 14. I can rewrite and illustrate my writing for display.

Standard: Writing Applications

- 1. I can write stories with describing words and details. My stories will have a beginning, middle and end.
- 2. I can write about a story I have heard or read.
- 3. I can write a friendly letter or invitation with correct format.
- 4. I can write for different purposes, like writing messages, notes and journals.

Standard: Writing Conventions

- 1. I can print neatly, using correct spacing.
- 2. I can spell Consonant-Vowel-Consonant words and most long vowel words.
- 3. I can spell sight words correctly.
- 4. I can write using letter-sounds so that I can read my writing.
- 5. I can spell words I don't know by sounding out words and using word parts I know.
- 6. I can use question marks, exclamation points and periods at the end of my sentences.
- 7. I can capitalize the first word in a sentence, names and the word *I*.
- 8. I can use nouns, verbs and descriptive words in my writing.

Standard: Research

- 1. I can talk about ideas that I am interested in finding out more about.
- 2. With my teacher's help I can find information from different places.
- 3. I can use books to find out about a topic.
- 3. I can find out things by observing.
- 4. I can tell important information about a topic with my teacher's help.
- 5. I can tell important facts to others.

GRADE 1 "I CAN" STATEMENTS

Standard: Communication

- 1. I can be a good listener, using eye contact and asking questions.
- 2. I can compare what I hear with what I already know.
- 3. I can follow simple spoken directions.
- 4. I can speak so that others understand me.
- 5. I can give information about a topic.
- 5. I can include details about my topic.
- 5. I can use a beginning, middle and end when I tell about my topic.
- 5. I can express opinions about my topic.
- 6. I can tell about a personal experience, including details.
- 7. I can recite poems, rhymes, songs and stories.

GRADE 1 "I CAN" STATEMENTS

Grade 1

Number, Number Sense and Operations Standards

- 1. I can use ordinal numbers to order objects (first, second, third).
- 2. I can recognize and generate equal forms of the same number using models, words, and number sentences concept of ten described as "10 blocks, 15-5).
- 3. I can read and write the numbers to 100.
- 4. I can count forward to 100, count backwards from 100, and count forward or backwards starting at any number between 1 and 100.
- 5. I can use place value to show numbers in different ways:
 - a. Group and count by twos, fives and tens.
 - b. Identify patterns and groups in a 100's chart and tell how many tens and ones are in the number.
 - c. Recognize that the first digit in a two-digit number is the number that is most important to tell the size of the number and its nearness to 10 or 100.
- 6. I can show, name and tell the worth of a penny, nickel, dime, quarter and dollar.
- 7. I can determine the value of a small group of coins (up to one dollar) using different kinds of coins.
- 8. I can show different combinations of coins that equal the same amount.
- 9. I can show fractions using words and models for halves, thirds and fourths, knowing that fractions are equal size parts of a whole and of a set of objects.
- 10. I can show and explain addition as combining sets and counting on.
 - a. Use models and explain addition in real life situations.
 - b. Draw pictures to show addition.
 - c. Write number sentences to show addition.
 - d. Explain that adding two numbers makes a larger number.
- 11. I can show and explain subtraction as take-away or minus.
 - a. Use models and explain subtraction in real life situations. .
 - b. Draw pictures to show subtraction.
 - c. Write number sentences to show subtraction.
 - d. Explain that subtracting numbers makes a smaller number.
- 12. I can use plus or minus signs to show the operations of addition and subtraction.
- 13. I can model and show multiplication as repeated addition in real life situations.
- 14. I can model and show division as sharing equally in real life situations.
- 15. I can show that equal means "the same as" using pictures.
- 16. I can create strategies for basic addition facts, such as:
 - a. counting all
 - b. counting on
 - c. one more, two more
 - d. doubles,
 - e. doubles plus or minus one
 - f. making ten
 - g. using tens frames
 - h. adding zero (identity property)

GRADE 1 "I CAN" STATEMENTS

Number, Number Sense and Operations Standards (Grade 1 continued)

- 17. I can create strategies for basic subtraction facts, such as:
 - a. counting up ($7-3 = ?$ As 3 plus? equals 7)
 - b. one less, two less
 - c. all but one ($8-7$, $5-4$)
 - d. using tens frames
 - e. missing addends

Measurement Standard

- 1. I can recognize and explain the need for fixed units and tools for measuring length and weight (rulers, scales).
- 2. I can tell time to the hour and half-hour on most digital and analog clocks.
- 3. I can order a sequence events.
- 4. I can estimate and measure weights using everyday objects.
- 5. I can estimate and measure length using everyday objects and a ruler.

Geometry and Spatial Sense Standard

- 1. I can identify, compare and sort shapes. For example:
 - a. Name and show triangles and a rhombus of different sizes, shapes or positions.
 - b. Describe a shape using the number of sides and corners (vertices).
- 2. I can create new shapes by combining or cutting apart already made shapes
- 3. I can tell the names of the faces (sides) that make up a 3-D shape.
- 4. I can use location and direction words (near, far, close to, left, right, before, after).
- 5. I can copy and draw simple shapes from memory.

Patterns, Functions and Algebra Standard

- 1. I can sort, classify, order and explain how objects with two or more like attributes were grouped.
- 2 a. I can decode and describe many types of patterns (AA,B,aa,b, AA,B,aa,b).
- 2 b. I can continue repeating and growing patterns with materials, pictures and shapes.
- 3. I can describe orally the parts of a repeating plan or pattern.
- 4. I can solve number sentences using fact families with numbers and/or pictures.
- 5. I can tell and show how to solve a word problem using numbers, number sentences, objects or pictures.

Data Analysis and Probability Standard

- 1. I can sort data in many ways.
- 2. I can collect and organize (group) data into charts using tally marks.
- 3. I can show data using picture graphs and bar graphs.
- 4 a. I can read charts, picture graphs, and bar/table graphs.
- 4 b. I can interpret graphs to identify the main ideas, make conclusions and predictions on the data.
- 5. I can make up a question that can be answered by using information from a graph.
- 6. I can arrange five objects by an attribute such as size or weight, and tell the ordinal place of each object.
- 7. I can answer questions about the number of objects on any graph (the most, the least, altogether, how many more).
- 8. I can describe the likelihood of simple events as possible/impossible and more likely/less likely to happen (when using spinners, number cubes, etc.).

GRADE 1 "I CAN" STATEMENTS

Science

Earth and Space Sciences

- 1 a. I can identify resources are things that we get from the living and non-living things.
- 1 b. I can identify resources are necessary to meet the needs and wants of people.
- 2. I can explain reducing, reusing, and recycling.
- 3. I can explain that all living things cause change in their environment; the changes can be fast or slow (tree roots breaking through the sidewalk).

Life Sciences

- 1. I can explain that all living things have basic needs which are air, water, food, living space and shelter.
- 2. I can explain that food comes from places other than grocery stores (farm crops, farm animals, oceans, lakes and forests).
- 3. I can explore that humans and other animals have body parts that help to seek, find and take in food when they are hungry (sharp teeth, flat teeth, good nose, and sharp vision).
- 4. I can investigate that animals eat plants and/or other animals for food and may also use plants or other animals for shelter and nesting.
- 5. I can explain that the seasons can influence the health, survival or activities of plants, animals and people.

Physical Sciences

- 1. I can sort objects by the materials they are made of and their physical properties.
- 2. I can investigate that water can change from liquid to solid or solid to liquid.
- 3. I can explore and observe that things can be done to materials to change their properties (heating, freezing, mixing, cutting, wetting, dissolving, bending and exposing to light).
- 4. I can explore changes that greatly change the properties of an object (burning paper) and changes that leave the properties largely unchanged (tearing paper).
- 5. I can explore the effects some objects have on others- even when the two objects might not even touch (magnets).
- 6. I can investigate ways to make things move and what causes them to change speed, direction and/or stop.
- 7. I can explore how energy makes things work (batteries in a toy).
- 8. I can recognize that the sun is an energy source that warms the land, air and water.
- 9. I can describe that we can get energy from many sources in many ways (food, gasoline, electricity or batteries).

Science and Technology

- 1. I can explore that some kinds of materials are better than others for making something new (building materials used in the Three Little Pigs).
- 2. I can explain that when trying to build something or get something, it helps to follow directions and ask for help.
- 3. I can name some materials that can be saved for recycling projects (newspapers, glass).
- 4. I can explore ways people use energy to cook their food and warm their home (wood, coal, natural gas, electricity).
- 5. I can identify how people can save energy by turning things off when they are not using them (lights and motors).

GRADE 1 "I CAN" STATEMENTS

Science and Technology (Grade 1 continued)

- 6. I can investigate that tools are used to help make things and some things cannot be made without tools.
- 7. I can explain that several steps are usually needed to make things (building with blocks).
- 8. I can investigate that when parts are put together they can do things that they could not do by themselves (blocks, gears and wheels).

Scientific Inquiry

- 1. I can ask "what happens when" questions.
- 2. I can explore my "what happens when" questions.
- 3. I can use safety practices when doing scientific investigations.
- 4. I can work in a small group to complete an investigation and then share findings with others.
- 5. I can create my own conclusions about group investigations.
- 6. I can use tools and equipment to safely collect scientific data (magnifiers, timers, etc).
- 7. I can make estimates to compare lengths, weights and time intervals.
- 8. I can communicate my work using words, sentences and pictures.
- 9. I can describe things correctly and compare what I observe with others.

Scientific Ways of Knowing

- 1. I can discover that when a science investigation is done the same way many times, I can expect to get almost the same results each time.
- 2. I can give good explanations from data collected from investigations and observations.
- 3. I can explain that everybody can do science, invent things and have scientific ideas no matter where they live.

GRADE 1 "I CAN" STATEMENTS

Social Studies

History

- 1. I can use the calendar to determine the day, week, month and year.
- 2. I can put events in my life in the correct order.
- 3. I can tell the difference between the past, present, and future.
- 4. I can ask questions about how families lived in the past and use books, pictures, etc. to show what is known and not known about them.
- 5. I can compare men, women, and children from the past and present and tell the different ways they meet their basic needs.
- 6. I can retell stories about the people that we celebrate with certain holidays. (President's Day, Martin Luther Kind Day, etc.)

People in Societies

- 1. I can compare/contrast the different ways people from other cultures find food, clothing, shelter, and use language and art.
- 2. I can tell how other people live on each continent by looking at books, art and music made by those people.
- 3. I can tell how families and local communities celebrate customs and traditions.
- 4. I can tell how men, women and children live their daily lives in other countries.

Geography

- 1. I can correctly show and use left/right and near/far.
- 2. I can make simple maps and models using symbols to show familiar places. (Classroom, school, neighborhoods)
- 3. I can find and use symbols to find important places on maps and globes.
- 4. I can find my community, state and the United States on a map or globe.
- 5. I can find and tell the-natural features (lake, river, hill mountain, forest) and the man-made features (towns, cities, farms, parks, playgrounds, houses, etc.) in a community.
- 6. I can compare places in my community that are similar to one another.
- 7. I can tell how people change how they get food, clothing, shelter, and transportation and have fun in different situations.

Economics

- 1. I can tell why people need to make choices when wants are never ending but resources are in short supply.
- 2. I can tell how people make, use and trade goods and services in my community.
- 3. I can tell how people get goods and services, they do not make by using money or bartering (trading).

Government

- 1. I can tell who the people are that provide us with safety and security.
- 2. I can tell how voting can be used to make group decisions.
- 3. I can tell the symbols that stand for the United States, such as the bald eagle, the White House, the Statue of Liberty, and the national anthem and what they mean.
- 4. I can tell why we need rules in different places and why the rules need to be fair.
- 5. I can talk about what will happen if any rules are broken.

GRADE 1 "I CAN" STATEMENTS

Citizenship Rights and Responsibilities

- 1. I can show the importance of fair play, good sportsmanship, respecting the rights and opinions of others and the idea of treating others the way you want to be treated.
- 2. I can show how to follow the rules in a school.
- 3 I can show how I am responsible for the things I do
- 4 I can show pride in myself and the things I do.
- 5. I can show how to be a good citizen by being trusting, fair, in self-control, and respecting those in charge.

Social Studies Skills and Methods

- 1. I can find information about something by using different oral and visual sources.
- 2. I can put information in the correct sequential order.
- 3. I can sort information into different categories
- 4. I can find the main ideas from oral, visual, and print sources.
- 5. I can give information in a speech or presentation.
- 6. I can show respect and courtesy for others in a group by staying on topic and listening to the speaker.