First Grade Student Expectations

Language Arts

In Reading, your first grade student:

• reads orally with fluency at a first grade level.

• uses meaning, word order, letters, and sounds (phonics) to figure out words.

• cross checks meaning, structure, and visual cues to figure out unknown words.

• retells a story, including character, setting, problem, sequence of events, and

resolution.

• retells informational text including main idea and supporting information.

• answers questions that require thought beyond what is read.

• understands predictable, easy narrative, and informational text.

• summarizes a story, poem, or article.

• responds accurately to questions that require thought beyond stated

information.

• uses the reading process (e.g., predicting and rereading).

• uses technology and print resources to access information.

In Writing, your student:

• uses familiar sight words.

• communicates content (e.g., writes phrases, sentences, and paragraphs that

include specific details; writes a group story including character, setting,

problem, sequence of events, and resolution; writes a paragraph that tells how

or why).

• demonstrates organization (e.g., a simple beginning, middle, and end).

• demonstrates correct conventions (e.g., generally uses correct grammar,

capitalization, and punctuation; correctly spells sight words).

• demonstrates the writing process: prewrites, composes, revises, edits,

publishes.

• chooses to write.

• prints legibly.

In Listening, Viewing, and Speaking, your student:

• uses responsive listening, viewing, and speaking for a variety of purposes.

In Language, your student:

• uses vocabulary appropriate to a situation.

• demonstrates knowledge of capitalization (e.g., names, first word in sentence,

days of the week, months, the word I, and abbreviations such as Mr. and Mrs.).

• demonstrates knowledge of punctuation (e.g., period and question mark).

• demonstrates knowledge of grammar and usage (e.g., one cat/ two cats,

bigger/biggest, run/ran).

In Literature, your student:

• listens and responds to a variety of literature.

• reads and responds to a variety of literature (e.g., stories, poems,

informational materials, picture books, letters, and fables).

**Helpful Hints to Use at Home**

❏ Read stories and informational materials to your student.

❏ Listen to your student read to you.

❏ Discuss the story (ask what happened in the previous parts and what might

happen next).

❏ At times, have your student retell the story.

❏ Use the library on a regular basis.

❏ Ask your student to write for real purposes (e.g., grocery lists and letters to

family members).

❏ Chat with your student about his or her interests every day (car trips are

good times to talk and listen).

❏ Celebrate your student’s successes.

Mathematics

In Number Sense, Concepts, and Operations, your student:

• matches written and oral names and standard numerals with the numbers 0-

99.

• determines relative size, order, and position for numbers less than 100 by

counting, using manipulatives, number lines, and technology.

• uses objects to represent numbers or commonly used fractions (e.g., whole,

1/2, 1/4).

• counts and groups by 1’s, 2’s, 5’s and 10’s to 100 out loud and with

manipulatives.

• demonstrates an understanding of place value by using number patterns and

grouping when counting.

• understands and explains the effects of addition and subtraction on numbers.

• selects the appropriate operation to solve addition and subtraction problems.

• adds and subtracts using manipulatives, mental mathematics, paper and

pencil, calculator and/or technology.

• estimates quantities.

• classifies and uses manipulatives to show numbers as even or odd.

In Measurement, your student:

• uses basic measurement concepts including length, weight, analog and digital

time (hour and half hour), temperature, and capacity.

• makes comparisons (e.g., tall, taller, or tallest; big, bigger, or biggest).

• measures objects using inches or centimeters, or nonstandard units, using

blocks or other small objects.

• orders objects according to size (length, width).

• estimates lengths, widths, time intervals, and money, and compares estimates

to actual measurements.

• selects and uses appropriate measuring tools (e.g., scales, rulers, and clocks)

to measure within customary or metric systems.

In Geometry and Spatial Sense, your student:

• describes, draws, and identifies two- and three-dimensional shapes.

• explores shapes by combining, dividing, or changing.

In Algebraic Thinking, your student:

• classifies and relates patterns using common characteristics.

• recognizes, extends, generalizes, and creates a variety of patterns using

symbols and objects.

• demonstrates that geometric symbols can represent unknown quantities in

equations (e.g., 6 + = 8).

In Data Analysis and Probability, your student:

• generates, organizes, and analyzes data and simple graphs and charts.

• shows data in a simple model to demonstrate the concepts of range and mode.

• understands basic concepts of chance and probability.

• predicts which simple event is more likely, equally likely, or less likely to

occur.

• decides how data can be collected, displayed, and interpreted to answer

relevant questions.

• collects data and interprets the results using line graphs, pictographs, and

charts.

**Helpful Hints to Use at Home**

❏ Demonstrate various arithmetic strategies for your student by thinking aloud

when solving problems.

❏ Provide your student with opportunities for “real” measurement (e.g., in the

kitchen while cooking, in the garage while building or repairing).

❏ Ask your student the time whenever possible.

❏ Find and identify shapes in the environment and at home.

❏ Play games such as Battleship. Build with blocks and toys (e.g., Lincoln

Logs, Legos).

❏ Pose problems for your student to solve.

❏ Play card games.

❏ Play board games (e.g., checkers, chess, Chinese Checkers, four score,

Penta).

❏ Use mathematical vocabulary when appropriate (e.g., chance, probability,

more likely, equally likely, less likely).

❏ Gather data from family regarding “favorites” (e.g., food, TV shows, games,

sports).

Social Studies

In Time, Continuity, and Change [History], your student:

• knows ways people in different cultures live, work, play, move about, and

communicate.

• extends and refines understanding that history tells the story of people and

events of other times and places.

• knows ways to investigate and document a family history.

• understands calendar time (days, weeks, months, years).

• knows ways in which communication methods have changed.

In People, Places, and Environments [Geography], your student:

• knows terms used to describe distance (for example, feet, yards, meters,

miles, kilometers).

• knows the locations of the four hemispheres and selected countries on a map

and globe.

• understands that a map represents a real place.

• knows the four cardinal directions (for example, north, south, east, west).

• understands ways physical environments in other parts of the world are

similar to and different from one's own (for example, mountains, deserts,

plains, shore).

In Government and the Citizen [Civics and Government], your student:

• knows similarities and differences between rules and responsibilities at home

and at school.

• knows selected major elected officials (for example, president, governor).

• knows responsibilities of authority figures at home, school, and in the

community (for example, parents, teachers, police officers).

• knows some individual rights and responsibilities.

In Production, Distribution, and Consumption [Economics], your student:

• understands the basic concept of scarcity.

• understands the difference between goods and services.

• understands cost (for example, something one gives up when one decides to

do something) and benefit (for example, something that satisfies wants).

• knows how different types of work benefit the family and community.

• knows ways in which people exchange goods and services (for example,

barter, payment).

• knows different ways to save money.

Science

In Plants are Living Things, your student:

• identifies living/nonliving parts of our environment (e.g., trees, rocks).

In Plants Grow and change, your student:

• identifies growth changes of living things

In All About Animals and Places to Live, your student:

• describes why plants and animals need each other.

• lists the basic needs of all living things.

In Looking and Caring for Earth, your student:

• makes a picture showing the phases of the moon.

• draws a picture of the sky during the day and night.

• explains why we need to take care of our earth (air, land, water).

In Weather and Sky, your student:

• discusses weather and its patterns.

• discusses the different seasons.

• recognizes repeating patterns (e.g., moon phases, weather).

In Matter, your student:

• classifies objects in many different ways (e.g., color, shape).

• describes different states of matter of the same materials (e.g., water, steam, ice).

In Motion and Energy, your student:

• identifies sources of heat (e.g., sun, candles).

• shows actions which require energy (e.g., jumping, running).

• explains the effect of various forces on an object.

In The Nature of Science, your student:

• explains why it is necessary to repeat procedures in order to observe and

compare in an investigation (e.g., class science project).

• identifies various tools used in science (e.g., thermometers, scales).

• demonstrates team work and sharing.

Helpful Hints to Use at Home

❏ Visit museums, zoos, and scientific theme parks.

❏ Follow weather patterns.

❏ Participate in science fairs.

❏ Observe and discuss animals and plants in their natural environment.

Health

In Health Literacy, your student:

• recognizes body parts and their functions.

• thinks about decisions related to health before taking action (e.g.,

takes medicine only with permission of an adult).

• explains how to prevent accidents and illnesses (e.g., looks both ways

before crossing a street).

• classifies food according to the Food Guide Pyramid.

In Responsible Health Behavior, your student:

• handles anger in a positive manner.

• accepts people with special health needs.

• resolves conflicts in a healthy manner.

• practices good health habits.

• demonstrates effective listening skills.

In Health Advocacy and Promotion, your student:

• identifies health situations that require a trusted adult (e.g., lost

child).

• helps others make healthy choices (e.g., reminds friend to cover

mouth when coughing).

• shares health information (e.g., tells others that smoking can cause

people to get sick).

**Helpful Hints to Use at Home**

❏ Teach safety rules related to fire, traffic, poisons, and guns.

❏ Require your student to wear seat belts and bike helmet.

❏ Provide swimming instruction.

❏ Discuss how drugs can be harmful.

❏ Discuss healthy behaviors expected in your family.

❏ Discuss healthy food choices when preparing meals and dining out.

❏ Check daily to see if your student washes his or her hands before

eating, and brushes his or her teeth.