Standards & "I Can…" Statements - GRADE 1

ELA	Standard	"I Can…"	Academic Vocab
	Reading: Literature		
	1.RL.1. Ask and answer questions about key details in a text.	➢ I can ask questions about important parts of a book. ➢ I can answer questions about important parts of a book.	
	1.RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	➢ I can retell stories and say the main idea.	
	1.RL.3. Describe characters, settings, and major events in a story, using key details.	➢ I can tell who is in the story. ➢ I can tell where the story takes place. ➢ I can tell what happens in the story.	
	1.RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	➢ I can identify words or phrases that show feelings in a story or a poem.	
	1.RL.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	➢ I can tell the difference between fiction and nonfiction books.	
	1.RL.6. Identify who is telling the story at various points in a text.	➢ I can name who is telling the story.	
	1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.	➢ I can draw who is in the story. ➢ I can draw where the story takes place. ➢ I can tell what happens in the story.	
	1.RL.8. (Not applicable to literature)		
	1.RL.9. . Compare and contrast the adventures and	➢ I can tell what happens to characters that are	

experiences of characters in stories	alike and different in stories.	
1.RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	➢ With help, I can read poetry and rhymes.	

Reading: Informational Text		
1.RI.1. Ask and answer questions about key details in a text.	➢ I can ask questions about details in a story. ➢ I can answer questions about details in a story.	
1.RI.2. Identify the main topic and retell key details of a text.	➢ I can tell what a story is about. ➢ I can give examples from the story.	
1.RI.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text	➢ I can tell how people, ideas, events, or pieces of information are related.	
1.RI.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	➢ I can ask a question about what a word or sentence means. ➢ I can tell what a word or sentence means.	
1.RI.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	➢ I can find facts using headings, tables of contents, glossaries, electronic menus, and icons in a book.	
1.RI.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	➢ I can compare pictures in a story.	
1.RI.7. Use the illustrations and details in a text to describe its key ideas.	➢ I can use pictures to tell ideas in a story. ➢ I can use details to tell ideas in a story.	
1.RI.8. Identify the reasons an author gives to support points in a text.	➢ I can tell why an author says something in a book.	

1.RI.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	➢ I can tell what is the same in two books. ➢ I can tell what is different in two books.	
1.RI.10. With prompting and support, read informational texts appropriately complex for grade 1.	➢ I can read nonfiction books.	
Reading: Foundational Skills		
1.RF.1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	➢ I can pick out/find the first word, capital letters, and end mark (punctuation) in a sentence.	
1.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	➢ I can tell the difference between short and long vowel sounds. ➢ I can say words by putting sounds together using word parts/blends. ➢ I can say the beginning, middle, and end sounds of one-syllable words. ➢ I can say each letter of a word (c/a/t).	

1.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read	➢ I can use my letter sounds to sound out words.
	 ➢ I can use word families to sound out words.
	     ○ I can tell sounds that digraphs make (ch-, sh-, th-, wh-).
	     ○ I can sound out one syllable words.
	     ○ I can tell/use how final -e and vowel pairs make long vowel sounds.
	     ○ I can tell that every syllable has a vowel sound.	

grade-appropriate irregularly spelled words.	○ I can tell how many syllables are in a word. ○ I can break words into syllables. ○ I can read words with different endings. ○ I can read uncommonly misspelled words.	
1.RF.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	➤ I can read fluently to help me understand the text. ○ I can read and understand first grade text. ○ I can read first grade text out loud fluently and with expression many times. ○ I can go back and reread to help make sense of the text.	
Writing		
1.W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	➤ I can write what I think about a book or topic.	
1.W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	➤ I can write using real facts.	
1.W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	➤ I can write a story using sequence words.	
1.W.4. (Begins in grade 3)		

1.W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	➤ With help, I can fix my writing to make it sound better.
1.W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	➤ With help, I can use the computer to publish my work.
1.W.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	➤ I can find information to write about a topic.
1.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	➤ With help, I can remember information. ➤ With help, I can write an answer to a question.
1.W.9. (Begins in grade 4)	
1.W.10. (Begins in grade 3)	
Speaking & Listening	
1.SL.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion	➤ I can work in groups with all students and teachers and talk about the books we read. ➤ I can follow rules that everyone in the class agrees with. ➤ I can listen to other people and add my own ideas. ➤ I can ask questions to help me understand books we are talking about.
1.SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or	➤ I can ask and answer questions about key details in a book that is read to me or

through other media.	information taught through visuals.	
1.SL.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	➢ I can ask and answer questions to find out more.	
1.SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	➢ I can describe people, places, things, and events with real details, showing ideas and feelings.	
1.SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	➢ I can add drawings or other visual displays to writings when it's important to clarify ideas about what I think and feel.	
1.SL.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 3 for specific expectations.)	➢ I can make good, complete sentences when I need to.	
1.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	➢ I can print all uppercase and lowercase letters correctly. ➢ I can use common, proper, and possessive nouns. ➢ I can match nouns with verbs. ➢ I can use pronouns (me, my, then, anyone, etc). ➢ I can use the correct verb to show past, present, and future tense. ➢ I can describe things. ➢ I can use connecting words. ➢ I can use determiners (an, a, the) and demonstratives (this, that, these, those, which). ➢ I can use prepositions (during, beyond, across, etc.). ➢ I can use different kinds of sentences.	

1.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	➢ I can use capital letters, end marks, and my best spelling when I write. ➢ I can capitalize dates and names of people. ➢ I can use end marks. ➢ I can use commas in dates and for listing more than one thing. ➢ I can spell word wall words correctly and spell words using word parts. ➢ I can spell words by sounding out.	
1.L.3. (Begins in grade 2)		
1.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	➢ I can tell the meaning of unknown words. ➢ I can use words that mean more than one thing. ➢ I can use text to find the correct meaning of a word. ➢ I can use the beginnings and endings of words to help me with meaning. ➢ I can use a root word and add ending to make new words.	
1.L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c.Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by	➢ With help, I can show I know what words mean. ➢ With help, I can sort words into different categories. ➢ With help, I can describe a word and tell about it. ➢ With help, I can explain what different words and adjectives mean. ➢ With help, I can describe or demonstrate what a verb or adjective means.	

defining or choosing them or by acting out the meanings.		
1.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	➢ I can use words I hear to show how things are connected.	

SOCIAL STUDIES	Standard	"I Can…"	Academic Vocab
	Strand: History		
	1.H.1. Time can be divided into categories (e.g. months of the year, past, present and future).	➢ I can talk about time in the past, present, and future.	
	1.H.2. Photographs, letters, artifacts and books can be used to learn about the past.	➢ I can use photographs, letters, and books to learn about the past.	
	1.H.3. The way basic human needs are met has changed over time.	➢ I can tell how people's needs change.	
	Strand: Geography		
	1.G.4. Maps can be used to locate and identify places.	➢ I can use maps to find places.	
	1.G.5 Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).	➢ I can tell the difference between landforms and bodies of water. ➢ I can tell the difference between man-made and natural things.	
	1.G.6. Families interact with the physical environment differently in different times and places.	➢ I can explain how families are different in the past from today's families.	

1.G.7. Diverse cultural practices address basic human needs in various ways and may change over time.	➢ I can learn about different cultures.	

Strand: Government		
1.Gov.8. Individuals are accountable for their actions.	➢ I can be accountable for my actions.	
1.Gov.9. Collaboration requires group members to respect the rights and opinions of others.	➢ I can be respectful of others.	
1.Gov.10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.	➢ I can follow the rules. ➢ I can understand the consequences for my actions.	

Strand: Economic		
1.E.11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.	➢ I can describe wants and needs. ➢ I can understand how people make choices when spending money.	
1.E.12. People produce and consume goods and services in the community.	➢ I can explain how people are producers and consumers in our community.	
1.E.13 People trade to obtain goods and services they want.	➢ I can explain why people trade goods and services.	
1.E.14 Currency is used as a means of economic exchange.	➢ I can understand that money is used to buy things.	

MATH	Standard	"I Can…"	Academic Vocab
	1.OA.A.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	➢ I can add or subtract numbers to twenty. ➢ I can tell what addition means. ➢ I can tell what subtraction means.	
	1.OA.A.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	➢ I can use manipulatives to show my work. ➢ I can use objects/manipulatives to add numbers. ➢ I can use objects/manipulatives to subtract numbers. ➢ I can write a number sentence to show the problems.	
	1.OA.B.3. Apply properties of operations as strategies to add and subtract.	➢ I can use fact families to add and subtract.	
	1.OA.B.4. Understand subtraction as an unknown-addend problem.	➢ I can use turn around facts to add.	
	1.OA.C.5 Relate counting to addition and subtraction	➢ I can tell how addition and subtraction are opposites.	
	1.OA.C.5 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows	➢ I can start at a number and count up to add. ➢ I can start at a number and count back to subtract. ➢ I can correctly complete ten addition facts in one minute. ➢ I can correctly complete ten subtraction facts in one minute.	

12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).		
1.OA.D.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	➢ I can tell how I answer addition and subtraction problems in different ways. ➢ I can tell what the equal sign means. ➢ I can tell what true and false means.	
1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	➢ I can tell the number that is missing from a math problem.	
1.NBT.A.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	➢ I can count to 120. ➢ I can read and write numbers to 120.	
1.NBT.B.2. 10 can be thought of as a bundle of ten ones — called a "ten."	➢ I can make two digit numbers with tens and ones.	
1.NBT.B.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <	➢ I can use symbols such as greater than, less than, equal sign (<, >, =) to compare two-digit numbers.	
1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit	➢ I can add numbers to 100 in different ways. ➢ I can tell how I found my answer.	

numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		
1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	➢ I can add 10 or subtract 10 in my head. ➢ I can tell how I found my answer when adding 10 or subtracting 10.	
1.NBT.C.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used	➢ I can subtract ten from a multiple (groups of) ten ➢ I can tell how I found my answer.	
1.MD.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	➢ I can put three objects in order by length. ➢ I can use a new object to compare two objects.	
1.MD.A.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	➢ I can measure an object's length.	
1.MD.B.3. Tell and write time in hours and half-hours using analog and digital clocks.	➢ I can tell and write time to the hour. ➢ I can tell and write time to the half-hour.	
1.MD.C.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	➢ I can collect information to be used in a chart or table. ➢ I sort information to a graph, chart, or table. ➢ I can ask a question from a chart or table. ➢ I can answer a question from a chart or table.	

	Standard	"I Can…"	
	1.G.A.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes	➤ I can tell how shapes are alike and different.	
	1.G.A.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	➤ I can build and draw shapes with different attributes, like colors, size, or number of sides. ➤ I can make 2-D shapes ➤ I can make 3-D shapes	
	1.G.A.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	➤ I can cut shapes into two and four equal parts. ➤ I can tell what equal parts mean. ➤ I can show that the more pieces there are, the smaller each piece will be (part of a whole).	

SCIENCE	Standard	"I Can…"	Academic Vocab
	1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate	➤ I can show that vibrating materials can make sounds. ➤ I can show that sound can make materials vibrate.	
	1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.	➤ I can give examples that prove that objects can only be seen in the light or when an area is viewed with a light source.	

1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	➢ I can show you what happens when you put different kinds of materials in the path of a beam of light. ➢ I can explain the difference between what happens with the different kinds of materials.	
1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	➢ I can use light to communicate with people over a distance. ➢ I can use sound to communicate with people over a distance. ➢ I can explain how I used light or sound to communicate over a distance.	
1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	➢ I can create a solution for a human problem by using what I know about how plants and animals use their external parts to help them survive, grow, and meet their needs.	
1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	➢ I can tell you things that are similar and things that are different about the ways that parents help their babies survive.	
1-LS1-3. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	➢ I can tell you how young plants and animals are the same as their parents. ➢ I can tell you how young plants and animals are different from their parents.	
1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.	➢ I can use what I know about the sun, moon, and stars to find patterns that can be predicted.	
1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.	➢ I can keep track of the amount of daylight at different times of the year.	
K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to	➢ I can find out about simple problems that people that I know want to change and figure	

change to define a simple problem that can be solved through the development of a new or improved object or tool.	➢ out how to solve them. ➢ I can talk about how the problem can be fixed. ➢ I can talk about the solution that I have created and why it will help to solve the problem.	
K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	➢ I can create a drawing that shows how the shape of an object makes it work the way it is supposed to work.	
K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	➢ I can compare two objects that were made to solve the same problem and talk about the strengths and weakness of both objects	