First Grade Quarter 4 Expectations

Below are the essential outcomes (goals) your child will be demonstrating that they know and are able to do. In addition to many skills that teachers are working on with your child these skills and concepts are what teachers will be

 supporting your child to consistently show mastery/proficiency (3).

**Balanced Literacy**

Readers Workshop (While reading fiction and nonfiction text):

 \*Know final –e and common vowel team conventions for representing long vowel sounds.

 \*Use knowledge that every syllable to determine the number of syllables in a printed word.

 \*Decode two syllable words following basic patterns by breaking words into syllables.

 \*Read words with inflectional endings.

 \*Read on-level text orally with accuracy, appropriate rate and expression on successive readings.

 \*Indentify who is telling the story at various points in a text.

Informational Text

Science: Unit C: Earth/Space: Our Earth

\*Know and use various text features (e.g. headings, table of contents, glossaries, electric menus, icons) to locate key facts or information in the text.

\*Indentify the reasons an author gives to support points in a text.

Social Studies: Unit 6: The Marketplace

\*Know and use various text features (e.g. headings, table of contents, glossaries, electric menus, icons) to locate key facts or information in

 the text.

\*Indentify the reasons an author gives to support points in a text.

Writing (Writers Workshop: Creative Writing and Factual/Informative Writing)

The Writing Process (Prewriting, Writing, Revising, Editing, Publishing)

Six-Traits Writing (Ideas, Organization, Voice, Conventions, Word Choice, Presentation)

\*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.

\*Write informative / explanatory text in which they name a topic, supply some facts about the topic and provide a sense of closure.

\*Write narratives in which they recount two or more appropriately sequenced events, include some detail about what happened, use temporal words to signal event order, and provide some sense of closure.

\*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 guidance and support from adults use a variety of tools to produce and publish writing, including in collaboration with peers.

\*Participate in shared research and writing projects (e.g. explore and number of how-to books on a given topic and use them to write a sequence of instructions).

Language (a.k.a. English or grammar in daily writing and science and social studies writing)

 \*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 \*Use common, proper, and possessive nouns.

\*Use singular and plural nouns with matching verbs and basic sentences (e.g. he hops; we hop).

 \*Use determiners (e.g. articles, demonstratives).

 \*Use frequently occurring prepositions (e.g. during, beyond, toward).

 \*Produce and expand complete, simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to

 prompts.

 \*Demonstrate commands of the conventions of standard English, capitalization, punctuation, and spelling when writing.

 \*Capitalize dates and names of people.

 \*Use commas in dates and to separate single words in a series.

 \*Use frequently occurring affixes as a clue to the meaning of a word.

 \*Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, scowl) and adjectives differing in intensity

 (e.g. large, gigantic) by defining of choosing them or by acting out the meanings.

 \*Use words or phrases acquired through conversations, reading and being read to and responding to text including using frequently

 occurring conjunctions to signal simple relationships (e.g. because).

 \*Use personal, possessive and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything)

Speaking and Listening

 \*Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Math**

Unit 8: Money and Two-Digit Addition

Unit 9: Analyze Story Problems

Unit 10: Measurement

Number and Operations in Base Ten

 \*Relate the strategy to a written method and explain the reasoning used.

\*Given a two-digit number, mentally find 10 more or 10 less than the number without having to count; explain the reasoning used.

Measurement and Data

 \*Order three objects by length; compare the lengths indirectly by using a third object.

 \*Express the length of the 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.

**Characteristics of a Successful Learner**

* Perseverance
* Resourcefulness