



Academics • Service • Community



Language Arts and Mathematics

Edgewood	What is Expected in Grade	<b>1</b>
Hall-Kent		
Shades Cahaba		

Dear Family,

The teachers in Homewood City Schools have given much time and effort to concisely communicate learning expectations for the students of Homewood. Our teachers have combined forces to define what the students of Homewood should know and be able to do at each grade level. Much research supports the importance of being clear to students and their parents regarding exactly what is to be learned. Of course, Alabama has a state course of study which defines these learning goals at each grade level. By creating learning targets specific to Homewood, our teachers have added rigor and clarity to the existing course of study. Learning targets ensure consistent expectations in teaching and learning.

This information is also available on our website at [www.homewood.k12.al.us](http://www.homewood.k12.al.us). Please note that “I Can” statements are under each learning target. These statements are student friendly explanations of everything that a student has to know and be able to do in order to master each learning target.

We sincerely thank you for being our partner in your child’s education. We hope that this guide is one of many tools that will be helpful in ensuring your student’s success in the classroom.

# FIRST GRADE LEARNING TARGETS

## Language Arts Learning Targets Reading Process

### 1. Demonstrate phonological awareness.

- a) I can identify and isolate sounds in the initial, final and medial positions of words.
- b) I can change individual sounds in words to make new words.
- c) I can orally blend sounds in words.
- d) I can segment single-syllable words into their individual sounds.
- e) I can orally produce rhyming words using onsets and rhymes.
- f) I can distinguish between long vowel and short vowel sounds in spoken words.

### 2. Apply phonics skills to decode words.

- a) I can read short vowel words.
- b) I can read long vowel words.
- c) I can read words with consonant blends (like cr, st) or digraphs (th, ch, sh).
- d) I can read words with r-controlled vowels (er, ir, ur, ar, or).
- e) I can read compound words.
- f) I can blend sounds to read multisyllabic words.
- g) I can read words with inflectional endings (like -s, -ed).
- h) I can determine the number of syllables in a word knowing that each syllable must have a vowel.

### 3. Apply various reading strategies when reading text.

- a) I can use decoding strategies to read unknown words.
- b) I can use picture clues to read unknown words.
- c) I can use context clues to read unknown words.
- d) I can use grammar clues (subject/verb agreement; inflectional endings) when reading.

#### **4. Read first-grade text fluently with purpose and understanding.**

- a) I can read aloud in a manner that acknowledges punctuation.
- b) I can read with accuracy, appropriate rate, and appropriate expression on repeated rereading.
- c) I can group words into phrases that make sense.
- d) I can read selected sight words accurately and automatically.
- e) I can use context to self-correct my reading errors rereading when necessary.

### **Vocabulary**

#### **5. Develop word meaning through reading, listening, writing, and speaking.**

- a) I can use new words from shared or independent reading in writing and speaking.
- b) I can recognize targeted vocabulary when heard or read.
- c) I can derive word meaning of unknown and multiple meaning words from context clues within sentences and paragraphs and by asking and answering questions.
- d) I can identify common root words.
- e) I can determine the meaning of a word using knowledge that prefixes and suffixes change the meaning of a root word.
- f) I can sort words into categories.
- g) I can define words by categories and by one or more key attributes with guidance and support (e.g. a tiger is a large cat with stripes).
- h) I can distinguish between shades of meaning in verbs differing in manner (e.g. stare, glare, scowl) and adjectives differing in intensity with guidance and support (e.g. large, huge, gigantic).
- i) I can identify real-life connections between words and their use with guidance and support (e.g., note places at home that are cozy).

### **Reading Application**

#### **6. Recognize and use basic features of text in a variety of reading materials.**

- a) I can recognize the distinguishing features of print (e.g., first word, capitalization, ending punctuation).
- b) I can identify and use parts of a book including title, author, and illustrator.
- c) I can use headings, captions, the index, the glossary, and tables of content to locate information.
- d) I can use alphabetical order to the first letter to access information.
- e) I can determine if information is provided by illustrations or text.
- f) I can use icons and electronic menus to access information using digital tools.

### **Comprehension**

#### **7. Demonstrate the ability to understand and respond to shared readings and first grade text read independently.**

- a) I can use comprehension strategies such as predicting, questioning, inferring, and drawing conclusions.
- b) I can compare story elements and themes in making various text connections.
- c) I can determine the main idea from a passage or story.
- d) I can retell stories including key details and demonstrate understanding of their central message or lesson.
- e) I can use text and picture clues to describe key ideas and make predictions during reading.
- f) I can ask and answer questions about key details in a text.
- g) I can identify the author's purpose and who is telling the story at various points in a text.
- h) I can identify words and phrases that suggest feelings or appeal to the senses.
- i) I can read and comprehend complex informational texts with teacher support.
- j) I can identify the main topic of an informational text and retell key details from the text.

## Literature and Informational Texts

### 8. Read and understand a variety of texts.

- a) I can identify and describe characters, setting, and events in a story using key details and illustrations.
- b) I can differentiate between fiction and informational text.
- c) I can compare and contrast texts on the same topic.
- d) I can read stories, poems or plays with appropriate voice with prompting and support.

## Writing and Communication

### 9. Collaborate and communicate effectively within a first-grade classroom.

- a) I can participate in a range of collaborative discussions following agreed upon rules (e.g., listening to others with care, speaking one at a time).
- b) I can build on conversations by responding to comments by others.
- c) I can ask and answer questions about key details in a text or information presented orally through media, or from a speaker.
- d) I can ask and answer questions to clear up confusion about texts or topics under discussion.
- e) I can describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- f) I can work with classmates to gather information and produce writing about a topic.
- g) I can use drawings and other visual displays to clarify my ideas and feelings.
- h) I can use Standard English grammar when speaking.
- i) I can recall information from experiences or gather information from provided sources to answer a question with guidance and support from adults.

### 10. Write multiple sentences about a topic which clearly communicates meaning.

- a) I can write a narrative and include events in a logical order, use sequential words, and provide some sense of closure.
- b) I can write an informative text or explanatory text and support it with some facts and details and provide some sense of closure.
- c) I can gather information to answer questions and support my writing with teacher guidance.
- d) I can respond to questions and suggestions from peers and add details to improve my writing with teacher support.
- e) I can write a simple poem about a topic.
- f) I can write my opinion and support it with reasons.
- g) I can use technology to produce and publish writing and create visual displays in collaboration with peers and with teacher guidance and support.

### 11. Implement targeted language skills in writing sentences.

- a) I can use appropriate punctuation including periods, question marks, and exclamation marks.
- b) I can use capital letters at the beginning of sentences, for the pronoun I, for dates, and for proper nouns.
- c) I can use commas in dates and to separate single words in a series.
- d) I can use conventional spelling for words with common spelling patterns and for frequently occurring sight words.
- e) I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## **12. Demonstrate command of conventions of English when speaking and writing.**

- a) I can use common, proper, and possessive nouns.
- b) I can use personal possessive and indefinite pronouns (e.g., I, me, my, their; anyone, everything).
- c) I can use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked; Today I walk; Tomorrow I will walk).
- d) I can use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- e) I can use frequently occurring adjectives.
- f) I can use frequently occurring conjunctions (e.g., and, but, or, so, because).
- g) I can use determiners (e.g., articles, demonstratives).
- h) I can use frequently occurring prepositions (e.g., during, beyond, toward).
- i) I can produce and expand complete and compound sentences. (statements, commands, questions, and exclamations)
- j) I can form and print uppercase and lowercase letters correctly.

# **Math Learning Targets**

## **Operations and Algebraic Thinking**

### **1. Represent and solve problems involving addition and subtraction.**

- a) I can use addition and subtraction within a sum of 20 to solve word problems with unknowns in all positions by using objects, drawings and equations.
- b) I can solve word problems that use three whole numbers within a sum of 20 by using objects, drawings and equations.

### **2. Understand and apply properties of operations and the relationship between addition and subtraction.**

- a) I can apply properties of operations as strategies to add and subtract (If  $8+3=11$  is known then I know  $3+8=11$ ; to add  $2+6+4$ , the last two numbers can be added first to make a 10, so  $10+2=12$ ).
- b) I can understand that I can subtract by finding the unknown addend (To find  $10-8$ , I can use the fact that 10 is 2 more than 8 So,  $10-8=2$ ).

### **3. Add and subtract within 20.**

- a) I can add by using various strategies such as counting on, making tens, creating known equivalents and using related facts.
- b) I can subtract by using various strategies such as counting back, creating known equivalents and using related facts.
- c) I can fluently add numbers within 10.
- d) I can fluently subtract numbers within 10.
- e) I can understand the meaning of the equal sign and determine if an equation is true.
- f) I can determine the unknown number in an equation with three numbers ( $8+?=11$ ,  $5=?-3$ ).

## **Numbers and Operations in Base Ten**

### **4. Count and represent numbers up to 120 in various ways.**

- a) I can count to 120 starting from any number.
- b) I can read numbers from 0-120.
- c) I can write numbers from 0-120.
- d) I can skip count by 5's and 10's.
- e) I can identify ordinal positions through 10<sup>th</sup>.

### **5. Demonstrate an understanding of place value.**

- a) I can show that the two digits of a two-digit number are tens and ones. (Understand that 10 is a bundle of 10 ones and 11-19 are made of a ten and additional ones.)
- b) I can understand the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- c) I can compare two two-digit numbers using symbols ( $<$ ,  $>$ ,  $=$ ).

**6. Use place value and properties of operations to add and subtract.**

- a) I can 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 models or strategies based on place value and relate to a written method. (Understanding that one adds tens and tens, ones and ones; and it is sometimes necessary to make a ten.)
- b) I can mentally find ten more or ten less than a given two-digit number without counting.
- c) I can subtract multiples of 10 from 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences) using models, strategies based on place value and relate to a written method.

**Measurement and Data**

**7. Measure lengths indirectly and by using non-standard units of measurement.**

- a) I can order three objects by length and compare the lengths of two objects indirectly by using a third object.
- b) I can express the length of an object as a whole number by laying multiples of an object end to end with no gaps or overlaps.

**8. Tell and write time.**

- a) I can tell and write time in hours using analog and digital clocks.
- b) I can tell and write time in half hours using analog and digital clocks.

**9. Represent and interpret data.**

- a) I can represent and interpret information with up to three categories.
- b) I can ask and answer questions about the data including the total number of categories, how many in each category, and how many more or less are in each category.

**Geometry**

**10. Identify and compare shapes and figures according to their attributes.**

- a) I can distinguish between properties that define a shape (triangles are closed with three sides) and properties that do not define a shape (triangles can be any color or size).
- b) I can build and draw two-dimensional (square) and three-dimensional (cube) shapes by their defining attributes.
- c) I can build two-dimensional and three-dimensional shapes to create a new composite shape then use that shape to create a new composite shape.
- d) I can divide circles and rectangles into two and four equal shares.
- e) I can describe the fractions as halves, fourths and quarters and use the phrases half of, fourth of, and quarter of with an understanding that more equal shares create smaller pieces.
- f) I can describe the whole as two-halves or four-fourths.

