First Grade Learning Targets

1st Nine Weeks

Look at what “I CAN” do...

Reading

- I can ask and answer questions about key details in text. RL.1
- I can retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.2
- I can describe characters, settings, and major events in a story, using key details. RL.3
- I can identify words and phrases in stories on poems that suggest feelings or appeal to the senses. RL.4
- I can use illustrations and details in a story to describe its characters, setting, or events. RL.7
- I can compare and contrast the adventures and experiences of characters in stories. RL.9
- I can ask and answer questions about key details in a text. RI.1
- I can identify the main topic and retell key details of a text. RI.2
- I can ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.4
- I can use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.5
- I can identify basic similarities in and differences between two texts on the same topic. RI.9
- I can read prose and poetry of appropriate complexity for grade 1. RL.10
- I can demonstrate understanding of the organization and basic features of print. RF.1
- I can recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation). RF.1a
I can demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.2

I can distinguish long and short vowel sounds in spoken single-syllable words. RF.2a

I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.2b

I can isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.2c

I can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.2d

I can decode regularly spelled one-syllable words. RF.3b

I can recognize and read grade-appropriate irregularly spelled words. RF.3g

I can 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. W.3

Math

I can count to 20. NBT.2a (NBT.1, 2a, 2b, 2c)

I can count by groups and singles. NBT.2a

I can understand numbers from 11-19 are composed of a ten and some ones. NBT.2b

I can read numbers 0-20. NBT.1

I can write numbers 0-20. NBT.1

I can represent numbers 0-20. NBT.1

I can understand how many tens equal a multiple of 10 (30 = 3 tens). NBT.2c

I can count on to add. (OA.5)

I can count on to subtract. (OA.5)

I can add and subtract within 10 (OA.6)

I can understand «, », = to compare single digit numbers (NBT.3)

I can explain that the equal sign means “same as” (OA.7)
First Grade Learning Targets

2nd Nine Weeks

Look at what “I CAN” do...

Reading

- I can retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.2
- I can describe characters, settings, and major events in a story, using key details. RL.3
- I can identify who is telling the story at various points in a text. RL.6
- I can use illustrations and details in a story to describe its characters, setting, or events. RL.7
- I can compare and contrast the adventures and experiences of characters in stories. RL.9
- I can ask and answer questions about key details in a text. RI.1
- I can identify the main topic and retell key details of a text. RI.2
- I can describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.3
- I can ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.4
- I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.6
- I can use the illustrations and details in a text to describe its key ideas. RI.7
- I can identify the reasons an author gives to support points in a text. RI.8
- I can identify basic similarities in and differences between two texts on the same topic. RI.9
- I can read instructional texts appropriately for grade 1. RI.10
I can demonstrate understanding of the organization and basic features of print. RF.1
I can recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation). RF.1a
I can demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.2
I can distinguish long and short vowel sounds in spoken single-syllable words. RF.2a
I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.2b
I can isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.2c
I can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.2d
I can apply grade-level phonics and word analysis skills in decoding words. RF.3
I can use the spelling-sound correspondences for common consonant diagraphs. RF.3a
I can decode regularly spelled one-syllable words. RF.3b
I can use final -e and common vowel team conventions for representing long vowel sounds. RF.3c
I can read words with inflectional endings. RF.3f
I can recognize and read grade-appropriate irregularly spelled words. RF.3g
I can write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.2
I can focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.5
I can use a variety of digital tools to produce and publish writing, including in collaborative with peers. W.6
I can participate in shared research and writing projects. W.7
I can recall information from experiences or gather information from provided sources to answer a question. W.8

Math
I can count to 50. (NBT.1)
I can determine when a single digit number is greater than, less than, or equal to another single digit number. (NBT.3)
- I can compare two-digit numbers based on tens & ones digits. (<,>,=) NBT.3
- I can compare the value of both sides of an equation. (OA.7)
- I can add and subtract by counting on or counting back. (OA.6)
- I can show that adding zero to any number does not change the number. (OA.3)
- I can model addition and subtraction word problems within 10 using objects, drawings, and equations. -solve addition and subtraction word problems within 10 using objects, drawings and equations. (OA.1)
- I can find the part that makes the total up to 10. (OA.4)
- I can explain the difference between defining attributes and non-defining attributes. (G.1)
- I can construct and draw a shape when given defining attributes. (G.1)
- I can identify 2D and 3D shapes -create new shapes using 2D and/or 3D shapes (G.2)
- I can divide a circle and rectangle into 2 and 4 equal parts -describe the equal parts of a circle and a rectangle with words (G.3)
- I can describe the whole by the number of equal parts (G.3)
- I can explain the more equal parts in circle or rectangle, the smaller parts (G.3)
- I can identify a digital and an analog clock (MD.3)
- I can tell time to the hour (MD.3)
- I can tell how many minutes are in an hour (MD.3)
- I can organize data in up to three categories-represent data in up to three categories (MD.4)
First Grade Learning Targets

3rd Nine Weeks

Look at what “I CAN” do...

Reading

- I can ask and answer questions about key details in text. RL.1
- I can retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.2
- I can describe characters, settings, and major events in a story, using key details. RL.3
- I can identify words and phrases in stories on poems that suggest feelings or appeal to the senses. RL.4
- I can identify who is telling the story at various points in a text. RL.6
- I can use illustrations and details in a story to describe its characters, setting, or events. RL.7
- I can compare and contrast the adventures and experiences of characters in stories. RL.9
- I can identify the main topic and retell key details of a text. RI.2
- I can describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.3
- I can ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.4
- I can use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.5
- I can use the illustrations and details in a text to describe its key ideas. RI.7
- I can identify the reasons an author gives to support points in a text. RI.8
- I can read prose and poetry of appropriate complexity for grade 1. RL.10
- I can recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation). RF.1a
I can demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.2
I can use the spelling-sound correspondences for common consonant diagraphs. RF.3a
I can decode regularly spelled one-syllable words. RF.3b
I can use final -e and common vowel team conventions for representing long vowel sounds. RF.3c
RF.3d I can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.3e I can decode two-syllable words following basic patterns by breaking the words into syllables.
I can read words with inflectional endings. RF.3f
I can recognize and read grade-appropriate irregularly spelled words. RF.3g
I can 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. W.3
I can use verbs to convey a sense of past, present, and future. L.1e
I can use frequently occurring prepositions. L.1i
I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. L.1j
I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. L.2
I can capitalize dates and names of people. L.2a
I can use end punctuation for sentences. L.2b
I can use commas in dates and separate single words in series. L.2c
I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.2d
I can determine the meaning of unknown and multiple meaning words and phrases. L.4
I can use a sentence-level context as a clue to the meaning of a word or phrase. L.4a
I can use frequently occurring affixes as a clue to the meaning of a word. L.4b
I can identify frequently occurring root words and their inflectional forms. L.4c
I can define words by category and by one or more key attributes. L.5b
I can distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meaning. L.5d

Math
I can identify numbers that are 10 less or 10 more than a given number (NBT.5)
I can count by ones to extend a counting sequence up to 120. (NBT.1)
I can use properties of operations to add and subtract. (OA.3)
I can add and subtract within 10 easily by counting on or counting back, by making 10, by using doubles, and by adding 10. (OA.6)
I can model and solve addition and subtraction word problems using objects, drawings, and equations. (OA.1)
I can solve word problems with unknown numbers in different positions. I can add three whole numbers whose sum is less than or equal to 20. (OA.2)
I can solve word problems with three whole numbers using objects, drawings, and equations. (OA.2)
I can use concrete models or drawings to show a strategy based on place value and other strategies to add the following: a two-digit number and a none-digit number, a two digit number and a multiple of ten, and a two-digit number and a two-digit number. (NBT.4)
I can write down and explain the steps that I follow as I used the concrete models or drawings to show how I added. (NBT.4)
I can add or subtract a multiple of 10 from a multiple of 10. (NBT.6)
I can explain my strategy for subtracting a multiple of 10 from a multiple of 10. I can explain how subtracting by a multiple of 10 is related to subtracting the tens digit. (NBT.6)
I can give an example and explain how a subtraction equation can be rewritten as an addition equation. (OA.4)
I can rewrite a subtraction equation as an addition equation with a missing addend. (OA.4)
➢ I can determine the unknown value in an addition or subtraction equation when two out of three numbers in the equation are given. (OA.8)

➢ I can recognize when an object is longer or shorter than another object. (MD.1)

➢ I can organize three objects by length I order from shortest to longest. (MD.1)

➢ I can compare the lengths of two objects by using a third objects. (MD.1)

➢ I can explain how to use a shorter object to measure the length of a longer object and to explain why it is important to avoid gaps and overlaps. (MD.2)

➢ I can report the length of an object as a total number of shorter of objects to span the longer objects without gaps or overlaps. (MD.2)

➢ I can represent the length of the longer object with a whole number. (MD.2)
First Grade Learning Targets

4th Nine Weeks

Look at what “I CAN” do...

Reading

- I can describe characters, settings, and major events in a story, using key details. RL.3
- I can identify words and phrases in stories on poems that suggest feelings or appeal to the senses. RL.4
- I can explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.5
- I can identify who is telling the story at various points in a text. RL.6
- I can use illustrations and details in a story to describe its characters, setting, or events. RL.7
- I can compare and contrast the adventures and experiences of characters in stories. RL.9
- I can ask and answer questions about key details in a text. RI.1
- I can identify the main topic and retell key details of a text. RI.2
- I can describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.3
- I can ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.4
- I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.6
- I can use the illustrations and details in a text to describe its key ideas. RI.7
- I can identify the reasons an author gives to support points in a text. RI.8
- I can identify basic similarities in and differences between two texts on the same topic. RI.9
➢ I can read instructional texts appropriately for grade 1. RI.10
➢ I can decode regularly spelled one-syllable words. RF.3b
➢ I can use final -e and common vowel team conventions for representing long vowel sounds. Rf.3c
➢ I can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.3d
➢ I can read words with inflectional endings. RF.3f
➢ I can recognize and read grade-appropriate irregularly spelled words. RF.3g
➢ I can 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. W.1
➢ I can 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. W.3
➢ I can use common, proper, and possessive nouns. L.1b
➢ I can use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1c
➢ I can use personal possessive, and indefinite pronouns (e.g. I, me, my; they, them, their; anyone, everything). L.1d
➢ I can use verbs to convey a sense of past, present, and future. L.1e
➢ I can use frequently occurring adjectives. L.1f
➢ I can use frequently occurring conjunctions. L.1g
➢ I can use determiners. L.1h
➢ I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. L.1j
➢ I can use end punctuation for sentences. L.2b
➢ I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.2d
➢ I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.2e
➢ I can determine the meaning of unknown and multiple meaning words and phrases. L.4
➢ I can use a sentence-level context as a clue to the meaning of a word or phrase. L.4a
I can use frequently occurring affixes as a clue to the meaning of a word. L.4b
I can identify frequently occurring root words and their inflectional forms. L.4c
I can use acquired words and phrases in conversations, reading, being read to, and responding to text. L.6
I can demonstrate understanding of word relationships and word meanings. L.5
I can sort words into categories to gain a sense of the concept the categories represent. L.5a
I can identify real-life connections between words and their use. L.5c
I can distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meaning. L.5d

Math

I can mentally find 10 more or 10 less for a two digit number and explain why the tens digit changes. (NBT.5)
I can show adding zero to any number does not change the number (OA.3)
I can show that changing the order of the addends does not change the sum. (OA.3)
I can show when adding three numbers in any order does not change the sum. (OA.3)
I can use properties of operations to add and subtract. (OA.3)
I can add and subtract within 10 easily. (OA.6)
I can add and subtract by counting on or counting back. (OA.6)
I can add and subtract by making 10. (OA.6)
I can add and subtract by using doubles (or halves). (OA.6)
I can model and solve addition and subtraction word problems with known and unknown numbers using objects, drawing, and equations. (OA.1)
I can write and explain the steps I followed to add within 100 using concrete models or drawings to show I used a strategy based on place value and other strategies to add 2-digit number and a none digit number, 2-add a 2-digit number to a multiple of ten, and a 2-digit number to a 2-digit number. (NBT.4)
- I can subtract a multiple of 10 from a multiple of 10 and explain my strategy. (NBT. 6)
- I can explain how subtracting by a multiple of 10 is related to subtracting the tens digit. (NBT. 6)
- I can give an example and explain how a subtraction equation can be rewritten as an addition equation. (OA.4)
- I can rewrite a subtraction equation as an addition equation with a missing addend. (OA.4)
- I can determine the unknown value in an addition or subtraction equation when two out of three numbers in the equation are given. (OA.8)
- I can add by counting all or counting on. (OA.5)
- I can subtract by counting back or counting up from. (OA.5)
- I can determine and explain why a 2-digit number is greater than, less than, or equal to another 2-digit number. (NBT. 3)
- I can record the comparison using the symbols >, <, =. (NBT. 3)
- I can explain that the equal sign means same as. (OA.7)
- I can compare the value of both sides of an equation and determine whether the equation is true or false. (OA.7)