

Learning Standards by Grade Level  
**FIRST GRADE****DEAR WPS FAMILIES**

This document outlines the learning targets, or standards, your child will be working toward during his/her academic school year. The goal is for your child to demonstrate proficiency on each of these learning targets by the end of the year. At the end of each quarter, you will receive a report indicating the progress your child has made toward mastery of the learning targets.

The learning targets are taken directly from the proficiency scales teachers use daily to plan and deliver instruction. We invite you to visit our district website, [USD259.org/Grading](https://USD259.org/Grading), to explore the learning targets on the proficiency scales, become familiar with the progression of learning provided on each scale, and review the frequently asked questions and answers regarding standards-referenced instruction and grading.

We are excited about the change to standards-referenced instruction and grading using proficiency scales and learning targets. This reform will support our students in their journey to becoming future ready!

**BEHAVIOR/WORK HABIT TARGETS****WORK HABITS**

- Work Completion: Complete work by designated time
- Participation & Engagement: Listen, participate in class & engage in the learning process on a consistent basis
- Follow Directions: Know & act in accordance to classroom rules & verbal or written directions

**SOCIAL DEVELOPMENT**

- Social Awareness: Demonstrate awareness of others' thoughts, feelings & differences (i.e. students appropriately react to others in a variety of situations)
- Interpersonal Skills: Demonstrate communication & social skills to interact effectively within relationships

**PERSONAL DEVELOPMENT**

- Self-Awareness: Identify, understand & express personal thoughts & emotions in healthy ways
- Self-Management: Understand & use strategies for managing thoughts/behaviors & setting goals

**CHARACTER DEVELOPMENT**

- Core Principles: In a variety of settings, demonstrate traits of good character such as: honesty, kindness, self-control & perseverance
- Decision Making Skills: Demonstrate responsible & effective decision making skills in a variety of settings
- Problem Solving Skills: Develop, implement & model effective problem solving skills in a variety of settings



## Learning Standards by Grade Level

# FIRST GRADE

### ENGLISH LANGUAGE ARTS LEARNING TARGETS

- Explain the basic parts of a sentence **RF1.1c**
- Decode regularly spelled one-syllable words with short & long vowels **RF1.2a**
- Blend sounds to say one-syllable words with consonant blends **RF1.2b**
- Break a spoken one-syllable word into individual sounds or phonemes **RF1.2d**
- Spell using consonant digraphs **RF1.3a**
- Determine the number of syllables in a printed word **RF1.3d**
- Decode regularly spelled two-syllable words with short vowels **RF1.3e**
- Recognize & read grade-appropriate irregularly spelled words **RF1.3g**
- Ask and answer questions about key details in a text **RI1.1**
- Identify the main idea of a text **RI1.2**
- Identify details that relate to the main idea of a text **RI1.2**
- Describe a relationship between two ideas, events, people, or pieces of information in a text **RI1.3**
- Compare two texts on the same topic **RI1.9**
- Determine the meaning of unknown or multiple-meaning words in informational texts **RI1.11a**
- Identify frequently occurring base words, affixes, or inflectional endings as a clue to the meaning of a word or phrase in informational texts **RI1.11b**
- Explain how specific text features can be used to locate information in a text **RI1.5**
- Describe the difference between information conveyed by words & information conveyed through illustrations in a text **RI1.6**
- Use the illustrations & details in a text to describe its key ideas **RI1.7**
- Explain the central message or lesson of a fairy tale or fable **RL1.2**
- Describe major events in a narrative text **RL1.3**
- Describe the characters in a narrative text **RL1.3**
- Describe the setting in a narrative text **RL1.3**
- Identify sensory words & words that communicate different emotions in a text **RL1.4**
- Explain major differences between books that tell stories & books that give information **RL1.5**
- Identify who is speaking at various points in a text **RL1.6**
- Identify reasons an author gives to support points in a text **RL1.8**
- Compare the main characters' experiences in two texts **RL1.9**
- Determine the meaning of unknown or multiple-meaning words in a literary texts **RL1.11a**
- Identify frequently occurring base words, affixes, or inflectional endings as a clue to the meaning of a word or phrase in literary texts **RL1.11b**
- Use descriptive attributes to sort words into categories **RL1.12a**
- State the topic of a text in an introductory sentence **W1.1**
- State an opinion **W1.1**
- Give a reason for an opinion **W1.1**
- Develop a topic with facts **W1.2**
- Restate the topic of a text in a conclusion sentence **W1.2**
- Tell or write about a sequence of at least two events **W1.3**
- Use illustrations &/or descriptions (details) to convey the events in a narrative **W1.3**
- Use sequence words to communicate the order of events in a narrative **W1.3**
- With guidance & support, answer a question using multiple facts or pieces of information from a provided source **W1.8**
- Use possessive & proper nouns correctly **W1.10b**
- Use verbs that agree with singular & plural subjects **W1.10c**
- Use personal, possessive & indefinite pronouns correctly **W1.10d**
- Form simple past, present & future tense verbs correctly **W1.10e**
- Use articles & other common determiners correctly **W1.10f**
- Use frequently occurring adjectives, conjunctions & prepositions **W1.10f**
- Produce & expand simple & compound declarative, exclamatory, imperative & interrogative sentences & use correct end punctuation **W1.10g**
- Use commas to separate words in a list & date **W1.11c**
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words **W1.11d**
- Spell untaught words phonetically, drawing on phonemic awareness & spelling conventions **W1.11e**

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**FIRST GRADE****MATH LEARNING TARGETS**

- Distinguish between defining attributes versus non-defining attributes **1.G.1**
- Build and draw shapes that possess defining attributes **1.G.1**
- Compose two-dimensional shapes to create a composite and new shapes **1.G.2**
- Compose three-dimensional shapes to create a composite and new shapes **1.G.2**
- Partition circles and rectangles into two or four equal shares, describe the shares using precise words & phrases & explain that decomposing into more equal portions creates smaller equal shares **1.G.3**
- Order three objects by length; compare the lengths of two objects indirectly by using a third object **1.MD.1**
- Express the length of an object by laying multiple copies of a shorter object (end to end) & explain how to measure correctly **1.MD.2**
- Tell & write time in hours & half-hours using analog & digital clocks **1.MD.3**
- With up to three categories, organize, represent, interpret, ask & answer questions about the total number of data points **1.MD.4**
- Count to 120, recognizing growth & repeating patterns starting at any number less than 120 **1.NBT.1**
- Within a range from 0 to 120, read numerals, write numerals & represent a number of objects with a written numeral **1.NBT.1**
- Explain, compose & decompose two-digit numbers with tens & ones in more than one way **1.NBT.2**; **1.NBT.2a-d**
- Compare two two-digit numbers & record the results of comparisons with the relational symbols of greater than, less than, equal to & unequal to **1.NBT.3**
- Add within 100, using a variety of strategies, with written methods & reasoning **1.NBT.4**; **1.NBT.4a-c**
- Given a two-digit number, mentally find 10 more or 10 less without having to count & explain the reasoning used **1.NBT.5**
- Subtract multiples of 10 (up to 90) using a variety of strategies, relate the strategy to a written method and explain the reasoning used **1.NBT.6**
- Solve addition & subtraction word problems, within 20, using multiple strategies for an unknown in any position & use a symbol for the unknown **1.OA.1**
- Solve addition word problems with three numbers whose sum is less than or equal to 20 using multiple strategies & a symbol for the unknown number **1.OA.2**
- Apply & explain properties of operations as strategies to add & subtract **1.OA.3**
- Add & subtract within 20 using a variety of strategies & demonstrate fluency (efficiently, accurately & flexibly) within 10 **1.OA.6**
- Understand the meaning of the equal sign & determine if equations involving addition & subtraction are true or false **1.OA.7**

**SCIENCE & SOCIAL STUDIES LEARNING TARGETS**

- Science: Plan & conduct investigations to provide evidence that vibrating materials can make sound & that sound can make materials vibrate **1-PS4-1**
- Social Studies: Describe how promoting justice is one of the fundamental purposes of law in American society **1-2.1**
- Social Studies: Explain the contributions of individuals or groups of people to promoting human & civil rights **1-2.1**

Learning Standards by Grade Level  
**FIRST GRADE****PHYSICAL EDUCATION LEARNING TARGETS**

- Perform the following locomotor skills using a mature motor pattern while maintaining balance (hop, gallop, jog, slide) **1**
- Attempt to skip, leap, jump & land **1**
- Demonstrate underhand toss & overhand throw showing opposition **1**
- Catch a self-bounced object after one bounce or a tossed object from a partner **1**
- Repeat a combination of at least three rhythmic movements led by the teacher using both sides of the body & crossing the midline **1**
- Dribble with either hand in self or general space **1**
- Dribble with feet while walking in a general space, keeping it close to the body **1**
- Strike an object in an upward or forward direction using a short-handled implement **1**
- Kick a stationary ball using an approach **1**
- Using various body parts, volley a lightweight object consecutively, sending it upward **1**
- Jump forward or backward with a self-turned rope &/or a long rope multiple times **1**
- Understand the difference between low, medium & high levels of movement **2**
- Differentiates between over, under, around & through **2**
- Identify two activities that makes the heart beat faster **3**
- Identify cardiorespiratory endurance as a health related component of fitness **3**
- Follow directions **4**
- Demonstrate positive behavior when working with a partner **4**
- Use equipment properly **4**
- Describe feelings that result from physical activities **5**

**ART LEARNING TARGETS**

- Tell stories and/or communicate ideas through art-making **CR.1**
- Connect art making to personal experiences, both in and out of school **CN.1**
- Investigate art that has been created throughout history & by cultures around the world **CN.2**
- Organize & develop artistic ideas & work **CR.2**
- Identify that primary colors are mixed to create secondary colors **CR.2**
- Identify & create various lines (i.e. through drawing, painting, etc.) **CR.2**
- Identify & create various shapes (i.e. through painting, clay modeling, etc.) **CR.2**
- Control materials **CR.3**
- Respond to art by looking, listening, speaking &/or writing **RE.1**

**MUSIC LEARNING TARGETS**

- With limited guidance, manipulate comparatives/ contrasts to generate new musical ideas **Cr.1.1**
- With limited guidance, demonstrate ability to match pitch when singing **Pr.2.1**
- With limited guidance, demonstrate and identify how beat is different than rhythm **Re.2.**