

LANGUAGE ARTS

READING

- I. Students apply a variety of reading strategies for world analysis and vocabulary development in narrative and informational text**
 - Recognize that letters have associated sounds and know how to pronounce and blend sounds to produce words
 - Understand the correct structure of written and spoken language
 - Know that words and longer pieces of text have associated meanings and concepts
- II. Students apply a variety of literal comprehension strategies to gain meaning from text**
 - Identify answers from the text
 - Sequence a series of events found in text
 - Follow simple directions
- III. Students apply a variety of interpretive comprehension strategies to gain meaning from text**
 - Make logical predictions while reading or being read to
 - Draw logical conclusions from reading or having a story read to them
 - Infer information from the story
- IV. Students apply a variety of evaluative comprehension strategies to gain meaning from text**
 - Identify fiction and non-fiction material
 - Apply what is learned through real-life experiences

WRITING

- I. Students will produce writing that maintains a clear topic or key idea**
 - Produce narrative writing that maintains a clear plot
- II. Students will write for different audiences and purposes**
 - Create pictures/text expressing individuality for different audiences and purposes using appropriate sentences related to a variety of topics
 - Create pictures/text expressing individuality for different audiences and purposes that create a sense of interest and enthusiasm
- III. Students will use knowledge of Standard English conventions in their writing**
 - Incorporate and experiment with conventions from environmental print into their own text
- IV. Students will understand and use the steps of the writing process**
 - Prewriting – Students will write on a wide array of topics
 - Drafting – Students will use writing forms to structure written work
 - Revising – Students will read own work making some revisions
 - Editing and Proofreading – Students will collaborate with peers for critiques
 - Publishing – Students will publish work

SPEAKING AND LISTENING

- I. Students will use listening and speaking strategies for different purposes**
 - Use active listening to gather information
 - Communicate ideas and background knowledge about a topic
 - Contribute ideas toward class discussions while following procedures

MATH

- I. Students will show an understanding of whole numbers**
 - Count and write numbers to 100
 - Identify missing numbers in a series through 100
 - Count ordinal numbers (1st to 10th)
 - Count backwards from 20
 - Understand whole number relationships (greater, less, between)
 - Write whole numbers in standard and expanded form through the tens (place value)
 - Round numbers to the tens
- IIa. Students will add and subtract whole numbers**
 - Master sums and differences to 10 without manipulatives
 - Add and subtract numbers 0-18 with manipulatives
 - Add two 1-digit numbers horizontally and vertically
 - Subtract two 1-digit numbers horizontally and vertically
 - Add 1-digit to multiple digit number with no regrouping
 - Add and subtract 2-digit numbers with no regrouping
 - Find the sum of three addends
- IIb. Students will solve real world whole number problems**
 - Solve real world whole number addition problems with sums to 10
 - Solve real world whole number subtraction problems with differences from 10
 - Use a variety of strategies (draw a picture, look for patterns, make a table or organized lists, make a problem simpler, using process of elimination, use trial and error, work backwards, using models) to solve real world problems
- III. Students will identify geometric shapes**
 - Identify geometric shapes (trapezoid, hexagon and diamond)
 - Identify geometric solids (cube, sphere, cone, pyramid, rectangular prism)
 - Identify sides and corners of geometric figures
 - Sort solid figures and objects according to attributes
- IVa. Students will show an understanding of time measurement**
 - Order periods of day (e.g., morning, afternoon)
 - Order periods of time (days of the week, months of the year)
 - Tell time to the nearest hour
 - Tell time to the nearest half hour
- IVb. Students will understand denominations of currency**
 - Identify the value of a penny, nickel, dime and quarter
 - Count coins of like values
- IVc. Students will be able to measure length using centimeters and inches**
 - Compare objects (wider, narrower, taller, shorter, and longer)
 - Estimate and measure length of an object to the nearest inch using a picture of a ruler
 - Measure length with metric measures to the centimeter mark
 - Measure length with customary measures to the inch mark
- V. Students will organize, read, and interpret graphs**
 - Compare data from simple graph (e.g., largest, smallest, most often, least often)
 - Solve simple problems based on data from graphs
- VI. Students will show an understanding of patterns and sequencing**
 - The student will skip count by 5's and 10's to 100 and by 2's to 20
 - Extend and create number patterns
 - Solve simple problems based on data from graphs

SCIENCE

- I. **Unifying Concepts and Processes**
 - Understand the five senses are used to observe their environment
- II. **Science as Inquiry**
 - Know the use of each tool
- III. **Physical Science**
 - Know that objects change under different conditions
- IV. **Life Science**
 - Know that living things grow and change
- V. **Earth and Space Science**
 - Know that weather changes daily
- VI. **Science and Technology**
 - Understand that questions help us to explain things in the natural world
- VII. **Science in Personal and Social Perspectives**
 - Understand how individuals interact with the natural world
 - Understand elements of healthy living
- VIII. **History and Nature of Science**
 - Understand that differences exist within families based on cultures

SOCIAL STUDIES

- I. **Culture**
 - Recognize that people are alike in some ways and different in others
- II. **Time, Continuity, and Change**
 - Demonstrate an ability to correctly use vocabulary associated with time such as past, present, future, long ago, and construct simple time lines
- III. **People, Places, and Environments**
 - Distinguish between different representations of the earth, such as globes, maps, and photographs
- IV. **Individual Development and Identity**
 - Identify ways families influence the members' daily lives and personal choices
 - Work independently and cooperatively to accomplish goals
- V. **Individuals, Groups, and Institutions**
 - Identify roles as learned behavior patterns in group situations such as family members, school workers, students, peer play group members, learning club members
- VI. **Power, Authority, and Governance**
 - Identify rights and responsibilities of the individual in relation to his/her social group such as family, play group, learning club, classroom family
- VII. **Production, Distribution, and Consumption**
 - Distinguish between needs and wants: Food, water, clothing, shelter, money, love
- VIII. **Science, Technology, and Society**
 - Recognize and describe examples in which science and technology have changed the lives of people

LEWIS CENTRAL COMMUNITY SCHOOLS

GRADE ONE

Core Area Learning Expectations



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