

First Grade “I Can” Statements

English Language Arts

English Language Arts Standards » Reading: Literature » Grade 1 Standards in this strand:

Key Ideas and Details

- RL.1.1 I can ask and answer questions about key details in a text.
- RL.1.2 I can retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 I can describe characters, settings, and major events in a story, using key details.

Craft and Structure

- RL.1.4 I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 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.1.6 I can identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

- RL.1.7 I can use illustrations and details in a story to describe its characters, setting, or events.
- (RL.1.8 not applicable to literature)
- RL.1.9 I can compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

- RL.1.10 With prompting and support, I can read prose and poetry of appropriate complexity for grade 1.

English Language Arts Standards » Reading: Informational Text » Grade 1 Standards in this strand:

Key Ideas and Details

- RI.1.1 I can ask and answer questions about key details in a text.
- RI.1.2 I can identify the main topic and retell key details of a text.
- RI.1.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RI.1.4 I can ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 I know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

- RI.1.7 I can use the illustrations and details in a text to describe its key ideas.
- RI.1.8 I can identify the reasons an author gives to support points in a text.
- RI.1.9 I can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- RI.1.10 With prompting and support, I can read informational texts appropriately complex for grade 1.

English Language Arts Standards » Reading: Foundational Skills » Grade 1

Standards in this strand:

Print Concepts

- RF.1.1 I can demonstrate understanding of the organization and basic features of print.
- RF.1.1a I can recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- RF.1.2 I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2a I can distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2b I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.2c I can isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d I can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- RF.1.3 I know and can apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3a I know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b I can decode regularly spelled one-syllable words.
- RF.1.3c I know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3d I can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3e I can decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f I can read words with inflectional endings.
- RF.1.3g I can recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.1.4 I can read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a I can read grade-level text with purpose and understanding.
- RF.1.4b I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.1.4c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**English Language Arts Standards » Writing » Grade 1
Standards in this strand:****Text Types and Purposes**

- W.1.1 I can write opinion pieces in which I introduce the topic or name the book I am writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2 I can write informative/explanatory texts in which I name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 I can write narratives in which I 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.

Production and Distribution of Writing

- (W.1.4 begins in grade 3)
- W.1.5 With guidance and support from adults, focus on a topic, I can respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6 With guidance and support from adults, I can use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.1.7 I can participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, I can recall information from experiences or gather information from provided sources to answer a question.
- (W.1.9 begins in grade 4)

Range of Writing

- (W.1.10 begins in grade 3)

English Language Arts Standards » Speaking & Listening » Grade 1 Standards in this strand:

Comprehension and Collaboration

- SL.1.1 I can participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- SL.1.1a I can follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b I can build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c I can ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 I can ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 I can ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.1.4 I can describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 I can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 I can produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [HYPERLINK "http://www.corestandards.org/ELA-Literacy/L/1"](http://www.corestandards.org/ELA-Literacy/L/1) here for specific expectations.)

English Language Arts Standards » Language » Grade 1 Standards in this strand:

Conventions of Standard English

- L.1.1 I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a I can print all upper- and lowercase letters.
- L.1.1b I can use common, proper, and possessive nouns.
- L.1.1c I can use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1d I can use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.1.1e I can use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.1f I can use frequently occurring adjectives.
- L.1.1g I can use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- L.1.1h I can use determiners (e.g., articles, demonstratives).
- L.1.1i I can use frequently occurring prepositions (e.g., *during, beyond, toward*).

- L.1.1j I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a I can capitalize dates and names of people.
- L.1.2b I can use end punctuation for sentences.
- L.1.2c I can use commas in dates and to separate single words in a series.
- L.1.2d I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

- (L.1.3 begins in grade 2)

Vocabulary Acquisition and Use

- L.1.4 I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- L.1.4a I can use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.4b I can use frequently occurring affixes as a clue to the meaning of a word.
- L.1.4c I can identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- L.1.5 With guidance and support from adults, I can demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5a I can sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5b I can define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- L.1.5c I can identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.5d I can distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
- L.1.6 I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Math

Mathematics » Grade 1 » Operations & Algebraic Thinking

Represent and solve problems involving addition and subtraction.

- 1.OA.A.1 I can use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.¹
- 1.OA.A.2 I can solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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

- 1.OA.B.3 I can apply properties of operations as strategies to add and subtract.²*Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)*
- 1.OA.B.4 I understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

- 1.OA.C.5 I can relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.C.6 I can add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

- 1.OA.D.7 I understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
- 1.OA.D.8 I can determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.*

Mathematics » Grade 1 » Number & Operations in Base Ten

Standards in this domain:

Extend the counting sequence.

- 1.NBT.A.1 I can count to 120, starting at any number less than 120. In this range, I can read and write numerals and represent a number of objects with a written numeral.

Understand place value.

- 1.NBT.B.2 I understand that the two digits of a two-digit number represent amounts of tens and ones.
- I understand the following as special cases:
 - 1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”
 - 1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - 1.NBT.B.2c 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).
- 1.NBT.B.3 I can compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

- 1.NBT.C.4 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 concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; I can relate the strategy to a written method and explain the reasoning used. I understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- 1.NBT.C.5 Given a two-digit number, I can mentally find 10 more or 10 less than the number, without having to count; I can explain the reasoning used.
- 1.NBT.C.6 I can subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; I can relate the strategy to a written method and explain the reasoning used.

Mathematics » Grade 1 » Measurement & Data

Measure lengths indirectly and by iterating length units.

- 1.MD.A.1 I can order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.A.2 I can express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; I understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

- 1.MD.B.3 I can tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

- 1.MD.C.4 I can organize, represent, and interpret data with up to three categories; I can ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Mathematics » Grade 1 » Geometry**Reason with shapes and their attributes.**

- 1.G.A.1 I can distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G.A.2 I can compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.¹
- 1.G.A.3 I can partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

¹ Students do not need to learn formal names such as “right rectangular prism.”

Standards for Mathematical Practice

Math.Practice.MP1 I can make sense of problems and persevere in solving them.

Math.Practice.MP2 I can reason abstractly and quantitatively.

Math.Practice.MP3 I can construct viable arguments and critique the reasoning of others.

Math.Practice.MP4 I can model with mathematics.

Math.Practice.MP5 I can use appropriate tools strategically.

Math.Practice.MP6 I can attend to precision.

Math.Practice.MP7 I can look for and make use of structure.

Math.Practice.MP8 I can look for and express regularity in repeated reasoning.

Social Studies

History

- I can use vocabulary like...the days of the week and months of the year in conversation about the past, present and future.
- I can use photographs, pictures and/or books to tell information and draw conclusions about the past.
- I can compare how needs were met in the past and how needs are met today.

Geography

- I can use a map to identify and locate places in the classroom or school or neighborhood.
- I can compare physical and human characteristics of different places in the local community.
- I can describe and compare the way families of the past and families of today use their environment.
- I can describe how different cultures get their basic needs from the environment and how this may change over time.

Government

- I can follow classroom rules and accept the consequences for my behavior when I don't follow the rules.
- I can collaborate in a way that demonstrates respect for the rights and opinions of others.
- I can explain why rules exist in different settings, why they need to be fair, and why there are consequences for breaking rules.

Economics

- I can explain that wants are unlimited and resources are limited so people have to make choices.
- I can demonstrate how people are producers and consumers in the community.
- I can explain that individuals are not able to produce every good or service they want, so they trade to obtain goods and services in their community.
- I can demonstrate the use of currency in an economic exchange by making a real or pretend transaction.

Science

Earth and Space Indicators

- I can identify resources and ways that organisms change their environment.

Life Indicators

- I can identify basic needs of organisms to survive.

Physical Indicators

- I can identify properties of solid and liquids.
- I can explore energy.
- I can explore force and motion.
- I can explore energy.

Science Process Indicators

- I can begin to think like a scientist (formulate questions, work in groups to complete experiments, describe data, share findings).

Art

Recognize visual art design in their artwork and others.

- I can recognize symbols and images in a work of art.
- I can look at different art works and talk about the lines, shapes, colors and textures that I see.

Understand art knowledge, vocabulary and skills.

- I can show you how I use tools and media effectively.
- I can tell you what makes a work of art good.

Express personal interpretations in their art through principles and elements of art.

- I can tell you how a work of art is made.
- I can talk about my feelings when looking at a work of art.

Use basic self assessment strategies to improve their art.

- I can change my artwork and make it better.
- I can tell you what I like about my art and what I don't like about it.

Music

Steady Beat, Rhythm, and Meter

2CE: Explore steady beat, rhythm, and meter.

3PR: Read, write and perform using eighth notes, quarter notes and quarter rests.

- I can demonstrate a steady beat independently to music I hear.
- I can identify the difference between rhythm and beat.
- I can read, write and perform rhythms using various note values in the correct meter.

Key Music Vocabulary

4CE: Identify elements of music using developmentally appropriate vocabulary.

- I can identify elements of music using developmentally appropriate vocabulary.

Singing Voice and Pitch Patterns

2PR: Sing and move to music of various styles, composers and cultures with accurate pitch and rhythm.

- I can sing songs with a head voice.
- I can sing songs matching pitch.
- I can sing song with the correct rhythm and beat.

5PR: Read, write and perform la-sol-mi melodies on the treble staff.

- I can read pitch patterns la-sol-mi and the treble staff.
- I can write pitch patterns using la-sol-mi in various locations on the treble staff.
- I can perform pitch patterns using la-sol-mi.

Playing Classroom Instruments

6PR: Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

- I can play a variety of classroom instruments.
- I can demonstrate proper technique.

Physical Education

Demonstrates competency in a variety of motor skills and movement patterns.

- 1.1 I can run.
- 1.2 I can skip.
- 1.3 I can hop.
- 1.4 I can jump.
- 1.5 I can balance.
- 1.6 I can kick.
- 1.7 I can strike.
- 1.8 I can change direction.
- 1.9 I can change speed and force.
- 1.10 I can chase, flee and dodge.
- 1.11 I can catch a bouncing ball.
- 1.12 I can throw underhand.
- 1.13 I can throw overhand.
- 1.14 I can catch with two hands.
- 1.15 I can hold a bat or paddle correctly.
- 1.16 I can hit a ball off a tee.
- 1.17 I can move rhythmically in games, activities, and dances.
- 1.18 I can move to the beat.
- 1.19 I can apply movements concepts to movements skills.

Demonstrates and understands the principles, components and practices of health-related physical fitness.

- 2.1 I can tell my heart beats faster and I breathe faster after playing.
- 2.2 I can identify stretches.
- 2.3 I can show muscle strength exercises.
- 2.4 I can explain the differences between active and inactive lifestyles.
- 2.5 I can explain the differences between healthy and unhealthy habits.

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- 3.1 I can name a flexibility activity.
- 3.2 I can name a strength activity.
- 3.3 I can name a cardio-endurance activity.

Exhibits responsible, personal and social behavior that respects self and others.

- 4.1 I can follow directions the first time given.
- 4.2 I can follow class procedures while participating in physical activities.
- 4.3 I can participate safely in all activities.
- 4.4 I can work with a partner during activities.