

Standards and Expectations for Gifted 1st Grade

Reading Standards

Standard 1: Reads at expected instructional level		
	Beginning of the year	End of the year
Expectation	K	M
Non-Negotiable	J	L

Standard 2: Answers question to demonstrate understanding		
	Beginning of the year	End of the year
Expectation	I can independently and consistently answer questions about a text	I can independently and consistently answer the 5W questions about a text
Non-Negotiable	I can sometimes answer questions about a text	I can answer some of the 5W questions about a text

Standard 3: Retells information from text to demonstrate understanding		
	Beginning of the year	End of the year
Expectation	I can independently and consistently retell the beginning, middle and end from a text	I can independently and consistently: <ul style="list-style-type: none"> Retell important story elements and events in sequence (beginning, middle, end) Determine a central message
Non-Negotiable	I can sometimes retell the beginning, middle and end from a text	I can do one of the following or do both some of the time: <ul style="list-style-type: none"> Retell important story elements and events in sequence (beginning, middle, end) Determine a central message

Standard 4: Identifies the main idea and supporting details from a text		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> Identify the main idea Identify the supporting details from the text 	I can independently and consistently: <ul style="list-style-type: none"> Identify the main idea Identify the supporting details from the text

Non-Negotiable	I can do one of the following or do the following some of the time: <ul style="list-style-type: none"> Identify the main idea Identify the supporting details from the text 	I can independently and consistently: <ul style="list-style-type: none"> Identify the main idea Identify the supporting details from the text
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Standard 5: Describes character's actions and feelings		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> Describe the character's reaction to the major event/challenge Describe how the character's feelings change 	I can independently and consistently: <ul style="list-style-type: none"> Describe the character's reaction to the major event/challenge Describe how the character's feelings change
Non-Negotiable	I can do one of the following or do the following some of the time: <ul style="list-style-type: none"> Describe the character's reaction to the major event/challenge Describe how the character's feelings change 	I can independently and consistently: <ul style="list-style-type: none"> Describe the character's reaction to the major event/challenge Describe how the character's feelings change

Standard 6: Identifies and uses text features to comprehend a text		
	Beginning of the year	End of the year
Expectation	I can independently and consistently identify and use various text features(such as but not limited to; captions, bold print, subheadings, glossary, index) to locate key facts	I can independently and consistently identify and use various text features(such as but not limited to; captions, bold print, subheadings, glossary, index) to locate key facts
Non-Negotiable	I can sometimes identify and use various text features(such as but not limited to; captions, bold print, subheadings, glossary, index) to locate key facts	I can independently and consistently identify and use various text features(such as but not limited to; captions, bold print, subheadings, glossary, index) to locate key facts

Standard 7: Use strategies to decode unknown words		
	Beginning of the year	End of the year
Expectation	I can independently and consistently use a variety of strategies (picture clues, letter sounds, chunking,	I can independently and consistently use a variety of strategies (picture clues, letter sounds, chunking,

	stretching out the word, skipping the word and coming back, rereading, cover the ending, scan the word, analogies) to decode unknown words	stretching out the word, skipping the word and coming back, rereading, cover the ending, scan the word, analogies) to decode unknown words
Non-Negotiable	I can s use strategies to decode unknown words sometimes	I can independently and consistently use a variety of strategies (picture clues, letter sounds, chunking, stretching out the word, skipping the word and coming back, rereading, cover the ending, scan the word, analogies) to decode unknown words

Writing Standards

Standard 1: Stays on topic		
	Beginning of the year	End of the year
Expectation	I can independently and consistently write sentences about one topic	I can independently and consistently write several detailed sentences relating to the topic sentence, with a clear beginning, middle and end
Non-Negotiable	I can sometimes write sentences about one topic	I can sometimes or inconsistently write several detailed sentences relating to the topic sentence, with a clear beginning, middle and end

Standard 2: introduces a topic and provides a sense of closure		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> • Write an introduction sentence • Write a closing sentence 	I can independently and consistently: <ul style="list-style-type: none"> • Write an interesting introduction • Provide a concluding sentence or section
Non-Negotiable	I can do one of the following or do both some of the time: <ul style="list-style-type: none"> • Write an introduction sentence • Write a closing sentence 	I can do one of the following or do both some of the time: <ul style="list-style-type: none"> • Write an interesting introduction • Provide a concluding sentence or section

Standard 3: Correctly uses parts of speech in writing		
	Beginning of the year	End of the year
Expectation	I can independently and consistently use the following parts of speech correctly in my writing: <ul style="list-style-type: none"> • Irregular plural nouns (feet, children) • Reflexive pronouns (myself, Ourselves) • Irregular verbs (sat, hid, told, drove) • Adjectives and adverbs 	I can independently and consistently use the following parts of speech correctly in my writing: <ul style="list-style-type: none"> • Irregular plural nouns (feet, children) • Reflexive pronouns (myself, Ourselves) • Irregular verbs (sat, hid, told, drove) • Adjectives and adverbs

Non-Negotiable	<p>I can sometimes use the following parts of speech correctly in my writing:</p> <ul style="list-style-type: none"> • Irregular plural nouns (feet, children) • Reflexive pronouns (myself, Ourselves) • Irregular verbs (sat, hid, told, drove) • Adjectives and adverbs 	<p>I can independently and consistently use the following parts of speech correctly in my writing:</p> <ul style="list-style-type: none"> • Irregular plural nouns (feet, children) • Reflexive pronouns (myself, Ourselves) • Irregular verbs (sat, hid, told, drove) • Adjectives and adverbs
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Standard 4: Produces a variety of complete sentences		
	Beginning of the year	End of the year
Expectation	I can independently and consistently write a variety of complete sentences including expanded sentences	I can independently and consistently: <ul style="list-style-type: none"> • Complete simple sentences • Complete compound sentences • Write a variety of detailed sentences
Non-Negotiable	I can sometimes write a variety of complete sentences including expanded sentences	I can do some of the following or do the following some of the time: <ul style="list-style-type: none"> • Complete simple sentences • Complete compound sentences • Write a variety of detailed sentences

Standard 5: Uses correct capitalization		
	Beginning of the year	End of the year
Expectation	I can independently and consistently capitalize: <ul style="list-style-type: none"> • First words in a sentence • The word I • Names of people • Dates 	I can independently and consistently <ul style="list-style-type: none"> • First words in a sentence • The word I • Names of people • Dates • Proper nouns
Non-Negotiable	I can sometimes capitalize: <ul style="list-style-type: none"> • First words in a sentence • The word I • Names of people • Dates 	I can capitalize some of the following or capitalize the following some of the time: <ul style="list-style-type: none"> • First words in a sentence • The word I • Names of people

		<ul style="list-style-type: none"> • Dates • Proper nouns
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Standard 6: Use correct punctuation		
	Beginning of the year	End of the year
Expectation	I can independently and consistently use correct: <ul style="list-style-type: none"> • End marks • Commas in a series • Commas in dates • Apostrophes in possessives 	I can independently and consistently use correct: <ul style="list-style-type: none"> • End marks • Commas in a series • Commas in dates • Apostrophes in possessives • Commas in greetings and closings of letters • Apostrophes in contractions
Non-Negotiable	I can use some of the following or use all some of the time: <ul style="list-style-type: none"> • End marks • Commas in a series • Commas in dates • Apostrophes in possessives 	I can use some of the following or use all some of the time: <ul style="list-style-type: none"> • End marks • Commas in a series • Commas in dates • Apostrophes in possessives • Commas in greetings and closings of letters • Apostrophes in contractions

Standard 7: Use processes and patterns when spelling		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> • Use resources • Spell the 2nd grade no excuse words correctly • Spell other words phonetically 	I can independently and consistently: <ul style="list-style-type: none"> • Use resources • Spell the 2nd grade no excuse words correctly Spell other words phonetically
Non-Negotiable	I can do some of the following or do the following some of the time: <ul style="list-style-type: none"> • Use resources • Spell the 2nd grade no excuse words correctly • Spell other words phonetically 	I can independently and consistently: <ul style="list-style-type: none"> • Use resources • Spell the 2nd grade no excuse words correctly • Spell other words phonetically

Math Standards

Standard 1: Fluently adds and subtracts numbers up to 20		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> • Know all basic addition facts up to 20 • Know all basic subtraction facts up to 20 • Solve facts within 3 seconds 	I can independently and consistently: <ul style="list-style-type: none"> • Know all basic addition facts up to 20 • Know all basic subtraction facts up to 20 • Solve facts within 3 seconds
Non-Negotiable	I can sometimes: <ul style="list-style-type: none"> • Know all basic addition facts up to 20 • Know all basic subtraction facts up to 20 • Solve facts within 3 seconds 	I can independently and consistently: <ul style="list-style-type: none"> • Know all basic addition facts up to 20 • Know all basic subtraction facts up to 20 • Solve facts within 3 seconds

Standard 2: Solves word problems		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> • Show my work • Get the correct answer • Answer all parts of the question • Label answer if appropriate 	I can independently and consistently: <ul style="list-style-type: none"> • Show my work • Get the correct answer • Answer all parts of the question • Label answer if appropriate
Non-Negotiable	I can sometimes: <ul style="list-style-type: none"> • Show my work • Get the correct answer • Answer all parts of the question • Label answer if appropriate 	I can independently and consistently: <ul style="list-style-type: none"> • Show my work • Get the correct answer • Answer all parts of the question • Label answer if appropriate

Standard 3: Knows mathematical vocabulary		
	Beginning of the year	End of the year
Expectation	I can independently and consistently identify all vocabulary terms	I can independently and consistently identify all vocabulary terms
Non-Negotiable	I can sometimes identify all vocabulary terms	I can independently and consistently identify all vocabulary terms

Standard 4: Solves problems using equal groups		
	Beginning of the year	End of the year
Expectation	I can independently and consistently use equal groups to count, and identify odd and even groups	I can independently and consistently use equal groups to count, and identify odd and even groups
Non-Negotiable	I can sometimes use equal groups to count, and identify odd and even groups	I can independently and consistently use equal groups to count, and identify odd and even groups

Standard 5: Adds with or without regrouping		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> • Add 2 two digit numbers with regrouping • Add 2 two digit numbers without regrouping 	I can independently and consistently: <ul style="list-style-type: none"> • Add 2 two digit numbers with regrouping • Add 2 two digit numbers without regrouping
Non-Negotiable	I can sometimes: <ul style="list-style-type: none"> • Add 2 two digit numbers with regrouping • Add 2 two digit numbers without regrouping 	I can independently and consistently: <ul style="list-style-type: none"> • Add 2 two digit numbers with regrouping • Add 2 two digit numbers without regrouping

Standard 6: Subtracts with or without regrouping		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> • subtract 2 two digit numbers with regrouping • subtract 2 two digit numbers without regrouping 	I can independently and consistently: <ul style="list-style-type: none"> • subtract 2 two digit numbers with regrouping subtract 2 two digit numbers without regrouping
Non-Negotiable	I can sometimes: <ul style="list-style-type: none"> • subtract 2 two digit numbers with regrouping • subtract 2 two digit numbers without regrouping 	I can independently and consistently: <ul style="list-style-type: none"> • subtract 2 two digit numbers with regrouping • subtract 2 two digit numbers without regrouping

Standard 7: Understands place value through 100's place		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> • identify and name the value of the digit in the ones, tens, and hundreds place • read and write numbers to 1,000 • compare 3 digit numbers using $<$, $>$, $=$ 	I can independently and consistently: <ul style="list-style-type: none"> • identify and name the value of the digit in the ones, tens, and hundreds place • read and write numbers to 1,000 • compare 3 digit numbers using $<$, $>$, $=$
Non-Negotiable	I can sometimes: <ul style="list-style-type: none"> • identify and name the value of the digit in the ones, tens, and hundreds place • read and write numbers to 1,000 compare 3 digit numbers using $<$, $>$, $=$	I can independently and consistently: <ul style="list-style-type: none"> • identify and name the value of the digit in the ones, tens, and hundreds place • read and write numbers to 1,000 • compare 3 digit numbers using $<$, $>$, $=$

Standard 8: Counts money involving dollar bills, quarters, dimes, nickels, and pennies		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> • count money with dollar bills, quarters, dimes, nickels, and pennies • write the value correctly using a decimal pint and dollar sign or using a cent sign 	I can independently and consistently: <ul style="list-style-type: none"> • count money with dollar bills, quarters, dimes, nickels, and pennies • write the value correctly using a decimal pint and dollar sign or using a cent sign
Non-Negotiable	I can sometimes: <ul style="list-style-type: none"> • count money with dollar bills, quarters, dimes, nickels, and pennies • write the value correctly using a decimal pint and dollar sign or using a cent sign I may be able to count with some of the coins but not all coins and the dollar bill	I can independently and consistently: <ul style="list-style-type: none"> • count money with dollar bills, quarters, dimes, nickels, and pennies • write the value correctly using a decimal pint and dollar sign or using a cent sign

Standard 9: Creates and analyzes data		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> • create a bar graph • create a picture graph • create a line plot • analyze data by answering questions 	I can independently and consistently: <ul style="list-style-type: none"> • create a bar graph • create a picture graph • create a line plot • analyze data by answering questions
Non-Negotiable	I can do some of the following: <ul style="list-style-type: none"> • create a bar graph • create a picture graph • create a line plot • analyze data by answering questions 	I can independently and consistently: <ul style="list-style-type: none"> • create a bar graph • create a picture graph • create a line plot • analyze data by answering questions

Standard 10: Tells time to the nearest 5 minutes using analog and digital clocks		
	Beginning of the year	End of the year
Expectation	I can independently and consistently: <ul style="list-style-type: none"> • tell time by 5 minute intervals using an analog clock • tell time by 5 minute intervals using a digital clock • write time by 5 minute intervals using an analog clock • write time by 5 minute intervals using a digital clock 	I can independently and consistently: <ul style="list-style-type: none"> • tell time by 5 minute intervals using an analog clock • tell time by 5 minute intervals using a digital clock • write time by 5 minute intervals using an analog clock • write time by 5 minute intervals using a digital clock
Non-Negotiable	I can sometimes: <ul style="list-style-type: none"> • tell time by 5 minute intervals using an analog clock • tell time by 5 minute intervals using a digital clock • write time by 5 minute intervals using an analog clock 	I can independently and consistently: <ul style="list-style-type: none"> • tell time by 5 minute intervals using an analog clock • tell time by 5 minute intervals using a digital clock

Commented [BJC1]:

Commented [BJC5]:

Commented [BJC2]:

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Commented [BJC8]:

Commented [BJC9]:

Commented [BJC13]:

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	<ul style="list-style-type: none"> • write time by 5 minute intervals using a digital clock <p>I may be able to read the hour but not the minute hand or be able to name the minute hand but not the hour hand</p>	<ul style="list-style-type: none"> • write time by 5 minute intervals using an analog clock • write time by 5 minute intervals using a digital clock
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Standard 11: Measures, estimates, and compares lengths using standard and metric units to the nearest whole unit		
	Beginning of the year	End of the year
Expectation	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> • measure lengths in standard units • measure lengths in metric units • estimate lengths in standard units • estimate lengths in metric units • compare lengths in standard units • compare lengths in metric units 	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> • measure lengths in standard units • measure lengths in metric units • estimate lengths in standard units • estimate lengths in metric units • compare lengths in standard units • compare lengths in metric units
Non-Negotiable	<p>I can do some of the following:</p> <ul style="list-style-type: none"> • measure lengths in standard units • measure lengths in metric units • estimate lengths in standard units • estimate lengths in metric units • compare lengths in standard units • compare lengths in metric units 	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> • measure lengths in standard units • measure lengths in metric units • estimate lengths in standard units • estimate lengths in metric units • compare lengths in standard units • compare lengths in metric units

