

2020 Colorado Academic Standards

# Family and Community Guides



## 1<sup>st</sup> Grade

To support families, communities, and teachers in realizing the goals of the Colorado Academic Standards (CAS), this guide provides an overview of the learning expectations for preschool. This guide offers some learning experiences students may engage in at school that may also be supported at home.



The comprehensive health standards in the elementary years focus on developing individual skills to enhance physical, emotional, and social wellness and using those individual skills in family, school, and community environments. In each grade, the standards ask students to investigate healthy eating and living habits, explore positive communication strategies, examine effective decision-making, and identify ways to ensure personal and community safety.

Expectations for 1st Grade Students:

- **Physical and Personal Wellness:** Establish how eating a variety of foods from the different food groups is vital for good health; demonstrate health behaviors to prevent injury or illness.
- **Social and Emotional Wellness:** Demonstrate how to express emotions in healthy ways; identify parents, guardians, and other trusted adults as resources for information about health.
- **Prevention and Risk Management:** Demonstrate strategies to avoid hazards in the home and community.

Throughout 1st Grade You May Find Students:

- Classifying healthy food options in each major food group; examining healthy foods and beverages.
- Identifying how the taste, color, smells, and textures of foods provide sensory experiences that add or take away from enjoying what we eat.
- Identifying ways to prevent germs.
- Classifying types of wounds and infections.
- Using effective listening and communication skills; practicing skills for cooperation and sharing with others; investigating problem-solving strategies.
- Identifying trusted adults in home, school, and community.
- Identifying potential hazards and appropriate responses.
- Investigating places where help might be found in times of emergency; demonstrating how to use 911 and other emergency numbers; discussing safety procedures for various emergency situations.
- Investigating internet safety.



The dance standards in the elementary years focus on general dance knowledge and skills to ensure a solid foundation for more specialized dance studies. In each grade, students explore various dance forms, gain body awareness and movement skills, develop problem-solving skills through dance making, and respond to dance performances.

Expectations for 1st Grade Students:

- **Movement, Technique, and Performance (Perform/Present):** Participate in dance activities such as watching or exploring dances; perform dance steps with purpose by responding to rhythms and patterns; use movement to express what they are feeling.
- **Create, Compose and Choreograph (Create):** Work together or alone to create and improvise (explore) movement to a variety of stimuli.
- **Historical and Cultural Context (Know/Comprehend):** Identify patterns in cultural dances (specific beginning, middle, end of a dance); use maps to locate the country of origin for a dance; discuss some aspects of the history/culture of the people who created a particular dance style.
- **Reflect, Connect, and Respond (Critique/Evaluate/Refine):** Participate in dance activities using positive behavior choices; describe moods/feeling portrayed in music; verbally recite simple terms related to dance styles.

Throughout 1st Grade You May Find Students:

- Moving while following a teacher (in large groups, small groups, or individually).
- Demonstrating and exploring the elements of dance such as changing speed and basic rhythm patterns in movement phrases (specific segments within a full dance).
- Creating short solo dances that reflect/express an emotion.
- Learning simple dances from other cultures.
- Describing dance sequences using basic dance vocabulary.
- Demonstrating respectful behavior while viewing or performing dances.



The drama and theatre arts standards in the elementary years focus on general drama knowledge/skills and basic theatre elements to ensure a solid foundation for more specialized study in later grades, including technical theatre, creative movement, improvisation, acting/writing/directing, and film studies. Students discover techniques; perform theatrical works; explore characters, plot, and themes; investigate dramatic texts; discover and describe personal theatre preferences; and explore constructive ways to reflect and respond to various dramatic works.

#### Expectations for 1st Grade Students:

- **Create:** Use facial expressions and movement to express thoughts and feelings about one's self, characters, or environments; use dialogue, movements, facial expressions, actions, and objects to tell a story.
- **Perform:** Select, analyze, and interpret stories for dramatic presentations.
- **Critically Respond:** Relate artistic ideas to cultural and historical understandings; reflect on personal growth and analyze elements of dramatic presentations.

#### Throughout 1st Grade You May Find Students:

- Talking about and enacting physical and emotional traits of storybook characters.
- Creating human and animal characters in specific environments (the actions of an elephant in the jungle versus an elephant in a living room).
- Acting out a teacher-narrated story by demonstrating the actions and events described.
- Using body, voice, and imagination to act out various scenarios.



The mathematics standards in the elementary years focus on number and operations. Ideas from measurement and geometry help students learn about numbers and quantities. In each grade, students make sense of problems, explain their thinking, and describe their world with mathematics.

Expectations for 1st Grade Students:

- **Number and Quantity:** Fluently (consistently) add and subtract within 10; mentally add or subtract 10 to any number; break apart numbers into groups of tens and ones.
- **Algebra and Functions:** Solve a variety of addition and subtraction word problems; use equations to show the relationship of numbers in a world problem ( $9 = ? + 4$ ).
- **Data, Statistics, and Probability:** Measure and compare the length of objects; tell time to the nearest hour and half-hour.
- **Geometry:** Join and break apart shapes to create new shapes; find halves and fourths of shapes.

Throughout 1st Grade You May Find Students:

- Exploring the meaning of the equal sign (Does  $9 + 7 = 9 + 1 + 6$ ?).
- Using connections between addition and subtraction to solve problems (if  $5 + 7 = 12$  then what is  $12 - ? = 5$ ).
- Mentally solving problems like  $43 + 10$  and  $56 - 10$ .
- Describing a number like 37 as three tens and seven ones.
- Explaining the difference between seven, seventeen, and seventy.
- Solving addition and subtraction involving lengths.



The music standards in the elementary years focus on general music knowledge and skills to ensure a solid foundation for the opportunity for more specialized musical study in later years. In each elementary grade, students investigate and perform various music styles and genres, examine the language of music through identifying and writing simple music notation, consider simple musical composition processes, and develop the ability to describe their own musical preferences as well as critique the music of others.

#### Expectations for 1st Grade Students:

- **Expression of Music (Perform/Present):** Sing and play simple songs and patterns; respond to teacher feedback to improve musical skills.
- **Creation of Music (Create):** Create short patterns and phrases of music.
- **Theory of Music (Know/Comprehend):** Recognize a variety of simple rhythmic patterns and simple musical notation; use musical vocabulary to discuss changes in music; identify patterns in simple musical selections such as beginning, middle, and end; recognize a wide variety of sounds and sound sources.
- **Aesthetic Valuation of Music (Appreciate and Understand):** Describe moods/feelings portrayed in music; describe where and when music can be heard in peoples' daily lives.

#### Throughout 1st Grade You May Find Students:

- Moving while following the teacher's hand gestures (walk with an arm wave, stop with an arm stop); singing simple pitches and following beats while the teacher points to musical notes.
- Singing along with their teacher to a well-known song; singing or playing a song and adding something new (speeding up or slowing down the beat).
- Clapping to rhythms in a song; describing musical selections using basic music vocabulary.
- Discussing the sounds of a musical selection ("it sounds like a big bear" or "it sounds like a little mouse"); explaining personal likes and dislikes about kinds of music; using movement to show the personal feelings a piece of music creates.



The physical education standards in the elementary years focus on enhancing movement concepts and skills, understanding basic health-related components and skill-related components of fitness and how it relates to personal fitness, demonstrating respect, and the ability to follow directions. In each grade, students demonstrate various movement concepts; assess personal behaviors; connect fitness development to body systems; demonstrate respect for self, others, and various physical activity environments; and utilize safety procedures during physical activities.

#### Expectations for 1st Grade Students:

- **Movement Competence and Understanding:** Demonstrate basic locomotor skills (e.g., walking, running, sliding) and non-locomotor skills (e.g., twisting, bending, stretching, turning), and rhythmic and cross-lateral movements; demonstrate fundamental manipulative skills (e.g., jumping rope, throwing, catching, kicking); establish a beginning movement vocabulary.
- **Physical and Personal Wellness:** Identify the body's normal reactions to moderate and vigorous physical activity.
- **Social and Emotional Wellness:** Work independently and with others to complete work; follow the rules of an activity.
- **Prevention and Risk Management:** Develop movement control for safe participation in games and physical activities.

#### Throughout 1st Grade You May Find Students:

- Performing a simple dance step in keeping with a specific tempo.
- Manipulating objects such as jump ropes, scarves, hoops, and balls.
- Throwing an object with an overhand or underhand motion while stepping forward in opposition.
- Kicking a stationary object using a simple kicking pattern.
- Distinguishing between a jog and a run, a hop and a jump, and a gallop and a slide.
- Identifying physical activities that require strong muscles.
- Inviting others to use equipment before repeating a turn.
- Developing rules for an activity with teacher assistance and participating in the activity while following the rules.
- Recognizing appropriate safety practices in general space (e.g., throwing objects when appropriate, only throwing objects when others are not in the direct line of the throw).



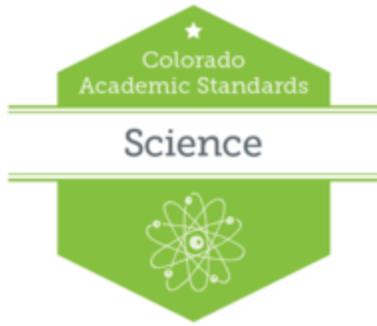
The reading, writing, and communicating standards in preschool are aligned to the expectations within Colorado’s Early Learning and Development Guidelines and the latest revision of the Head Start Early Learning Outcomes Framework. They outline development expectations and indicators of progress for preschool age students in receptive and expressive language; understanding and obtaining meaning from stories and information from books and other texts; phonological awareness; concepts of early decoding; names and sounds associated with alphabetic knowledge; emerging skills to communicate through written representations, symbols, and letters; and asking a question to identify and define a problem and its possible solution.

#### Expectations for 1st Grade Students:

- **Oral Expression and Listening:** Identify specific sounds in words and experiment with those sounds (changing ch- in chip to sh- to make ship, for example); expand their spoken vocabulary; demonstrate how words, gestures, and actions are used to give and receive information.
- **Reading for All Purposes:** Apply letter sounds (short and long vowels) and letter combinations (sh-, ch-, -tion) to decode words (sound out and pronounce); understand word structure (how words are put together) and word families (words that contain–ack: attack, snack, black, for example); fluently read (with appropriate speed, accuracy, and expression) and comprehend (understand) a variety of stories, informational writing (“how to” books, instructions), and opinion pieces (favorite movies, foods).
- **Writing and Composition:** Explore the writing process (plan, write, clean-up, share) to develop ideas for their own writing; use correct spelling and conventions (capital letters, punctuation) in their writing.
- **Research Inquiry and Design:** Use different resources to locate information and answer questions; ask questions and gather information as part of a research process.

#### Throughout 1st Grade You May Find Students:

- Applying phonics rules (sounds of letters) to decode (sound out and pronounce) one- and two-syllable words; reading with purpose, understanding, and fluency (the right speed, accuracy, and expression); recognizing punctuation and grammar in books and stories (end punctuation followed by capital letter); asking and answering questions about key ideas and details to understand stories and informational books; using text features (headings, captions, table of contents) to comprehend (understand) the reading.
- Working with fellow students to discuss different readings and topics; responding to the ideas of others by asking/answering questions; actively listening by making eye contact and demonstrating positive body posture.
- Comparing and contrasting the adventures of characters in stories; identifying similarities and differences between two texts on the same topic; explaining how illustrations and visuals work with the words in a book or story; identifying how an author supports ideas.
- Writing a story with interesting details; writing to explain a topic; writing to state an opinion about a topic and using supporting details; talking about their writing with others to improve writing; using correct grammar and mechanics (complete sentences, end punctuation, correct upper- and lower-case letters).



Three-dimensional science standards in the elementary grades lay the foundation for students to work and think like scientists and engineers. We also see strong connections to skills students will use to be successful with reading, literacy, and mathematics. In elementary grades, we will explore disciplinary core ideas in physical, life, and Earth and space sciences via phenomena in the world around us. Learners in elementary grades develop and ask testable questions, collect, and analyze different types of evidence, and write and communicate our understanding. Mastery of these standards will result in young learners who have a deep understanding of how scientific knowledge can provide solutions to practical problems we see in our world.

#### **Expectations for 1st Grade Students:**

- **Physical Science:** Understand that sound can make matter vibrate and vibrating matter can make sound; objects can be seen if light is available; and people use different devices to communicate.
- **Life Science:** Explain that offspring have characteristics that are similar to but not exactly like their parents characteristics; understand that an organism is a living thing that has physical features that help it survive.
- **Earth Science:** Understand that patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.

#### **Throughout 1st Grade You May Find Students:**

- Planning an investigation to provide evidence that vibrating materials make a sound.
- Making observations about how we see objects based on the amount of light present.
- Using tools to build a device that uses light or sound to communicate
- Developing an understanding of how plants and animals use their external parts help them survive and grow.
- Making observations and constructing explanations about how young plants and animals are like, but not exactly like, their parents.
- Observing that the sun and moon appear to rise in one part of the sky, move across the sky, and set in a different part of the sky.
- Making observations about the amount of light in the winter versus the summer.



The social studies standards in the elementary years begin with individuals and families and move from there to explorations of neighborhoods, communities, the state of Colorado, and the United States. In each grade, students investigate historical events, examine geographic features and resources, consider economic decision-making processes, and define civic roles and responsibilities.

#### Expectations for 1st Grade Students:

- **History:** Use words related to time, sequence and change; identify diverse perspectives and traditions of families, including their own, from many cultures that have shaped the United States; ask questions and discuss ideas about patterns and chronological order of events from the past.
- **Geography:** Use maps and globes to represent the earth; understand the nature of a community and its relationship to the environment; identify how communities differ in both physical and cultural characteristics.
- **Economics:** Discuss financial (money) responsibility; provide examples of the types of job choices available to people in their family and community. **Personal Financial Literacy:** Plan how to spend, share, and save money.
- **Civics:** Identify and explain the meaning of holidays, symbols, and notable people and places representative of our diverse society.

#### Throughout 1st Grade You May Find Students:

- Using vocabulary related to time, sequence and change, calendars, and the past; describing significant life events; discussing family and cultural traditions (holidays, celebrations) and comparing those with the traditions and cultures of others; exploring the meaning behind American symbols.
- Using maps, globes and other geographic vocabulary (direction, distance, land, water); talking about directions (north, south, east, west) to describe how to get to a given location; reciting their personal address and explaining how to find places on a map.
- Discussing short-term money goals (saving to buy something special) and providing examples of how to raise and save money to meet a goal; providing examples of community businesses and what they make and provide.
- Demonstrating the ability to be a leader and team member; explaining some examples of family and school jobs (responsibilities); demonstrating what it means to be a responsible member of a community; discussing the characteristics of responsible leaders.



The visual arts standards in preschool focus on experiences and exploration in art-making and with art materials. This helps to develop a foundation and appreciation for visual art. In preschool, students identify art in their daily surroundings, experience that art can be used to represent stories and ideas, explore various art-making processes, and begin to see how art is a part of their community.

#### **Expectations for 1st Grade Students:**

- **Observe and Learn to Comprehend (Know/Comprehend):** Use artwork to express/explain feelings; describe the emotions or feelings of a piece of artwork; explain a story that might be found in an artwork.
- **Envision and Critique to Reflect (Critique/Evaluate/Refine):** Discuss how people make art; explain the steps used to make a (personal) piece of art.
- **Invent and Discover to Create (Create/Present):** Make art to share their ideas and feelings.
- **Relate and Connect to Transfer (Connect/Apply/Transfer):** Tell their own story through their artwork.

#### **Throughout 1st Grade You May Find Students:**

- Reciting or creating stories from a piece of artwork.
- Identifying feelings in artwork images.
- Talking about art images and what they mean personally; discussing how artists share ideas/feelings about particular places through the art.
- Creating pieces of art that express feelings and represent important things; making art with, about, and for others.



The world language standards are organized in language proficiency range levels. Language proficiency refers to the degree of skill with which a person can use a language to understand, speak, read, write, and listen in real-life situations. Colorado's standards provide guidance for the introduction of a new language (novice-low) through the minimum proficiency range deemed postsecondary and workforce ready (advanced-low).

The world languages standards in the elementary years create a roadmap to guide K-5 students in the process of learning a new language and understanding diverse cultural perspectives, as well as developing insights into their own language and culture at the appropriate developmental stage. The standards reflect a performance-based discipline which emphasizes communication skills (interpersonal speaking and writing; interpretive reading, listening, and viewing and presentational speaking and writing) in a new language to navigate real-life situations. Students use the newly acquired language while making connections with other academic disciplines, comparing both the nature of language and the nature of culture with their own language and the one being learned and with investigation and interaction of cultural practices and products in order to better understand multiple perspectives. These standards prepare students to participate more fully in the interconnected global community and the international marketplace.

**Why are world language standards organized in language proficiency range levels?** Language proficiency refers to the degree of skill with which a person can use a language to understand, speak, read, write, and listen in real-life situations. Colorado's standards provide guidance for the introduction of a new language (novice-low) through the minimum proficiency range deemed postsecondary and workforce ready (advanced-low). Progression through levels of proficiency is influenced by program design such as grade levels, competency-based programs, time for language instruction, and immersion programs. Language programs in many schools districts have multiple entry points. Both the length and the type of program design impact both language acquisition and proficiency level for students.

To view the expectations for elementary students at the various proficiency ranges, go to:  
<http://www.cde.state.co.us/standardsandinstruction/2020cas-wl-es-guides>