



Mathematics

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 word 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.



Music

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.



Physical Education

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).



Reading, Writing, and Communicating

The reading, writing, and communicating standards move from developing skills in reading, writing, and communicating to applying these literacy skills to more complex texts through the elementary years. Standards at each grade emphasize skills related to speaking and collaborating with others as students work with literature and informational readings and participate in individual and group research projects.

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).



Science

Three-dimensional science standards in the elementary grades lay the foundation for students to work and think like scientists and engineers. In elementary grades students will explore disciplinary core ideas in Physical, Life, and Earth and Space sciences by engaging with 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. We also see strong connections to skills students will use to be successful with literacy and mathematics. 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.



Social Studies

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.



Visual Arts

The visual arts standards in the elementary years focus on general art knowledge and skills to help create a foundation for artistic study in later years (drawing, painting, sculpture, graphic design, media arts). In each grade K-5, students explore techniques of various artistic styles, follow developmentally appropriate steps in the creation process, learn how to critique works of art, identify art in the world and daily life, and discover ways that artwork helps people better understand cultures and historical eras.

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.



English Language Proficiency (ELP) standards are required by Colorado state and federal law. On December 10, 2009, the Colorado State Board of Education voted unanimously to adopt the English Language Development (ELD) standards developed by WIDA as the Colorado English Language Proficiency (CELP) Standards. Grounded in scientific research on best educational practices in general, English as a Second Language (ESL) and bilingual education, WIDA created and adopted its comprehensive ELP standards which address both social and academic English. This site is designed to provide a hub of information regarding the CELP standards, as well as to provide educators with resources to facilitate teaching the CELP standards to support the academic achievement of all Colorado students through teaching academic language. The CELP standards are an essential guide for all educators to help English Learners (ELs) access grade level academic content while learning English.

There are 5 CELP Standards:

1. English Learners communicate for **Social and Instructional** purposes within the school setting.
2. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
3. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
4. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
5. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.