

Learning Objectives/Targets September 2017

| Reading Standard | Learning Objective/Target |
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| ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. | I can retell stories with key details I can show understanding of the central message |
| ELAGSE1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses | I can identify words and phrases in a story that suggest feelings |
| ELAGSE1RL6: Identify who is telling the story at various points in a text. | I can identify who is telling the story at various points in text |
| ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events. | I can use illustrations and details in a story to describe characters, settings or events |
| ELAGSE1RL9: Compare and contrast the adventures and experiences of characters in stories. | I can compare and contrast the adventures of characters in stories |

| Phonic Standard | Learning Objective/Target |
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| ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words | I can distinguish between long and short vowel sounds |
| ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. | I can spell using common constant digraphs |
| ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final -e and common vowel team conventions for representing long vowel sounds. | I can use final -e and common vowel team to represent long vowel sounds |

| Language Arts | Learning Objective/Target |
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| ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. | I can use common nouns I can use proper nouns I can use possessive nouns |

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| <p>ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</p> | <p>I can produce and expand complete simple sentences when responding to a question</p> <p>I can produce complete compound sentences when responding to a question</p> |
| <p>ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use commas in dates and to separate single words in a series.</p> | <p>I can use commas in dates</p> <p>I can use commas to separate single word phrases</p> |

| Math | Learning Objective/Target |
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| <p>MGSE1.OA.1. 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</p> | <p>I can add within 20 to solve word problems</p> <p>I can subtract within 20 to solve word problems</p> |
| <p>MGSE1.OA.3. 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.)</p> | <p>I can apply the properties of operations to add</p> <p>I can apply the properties of operations to subtract</p> |
| <p>MGSE1.OA.4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> | <p>I can subtract as an unknown addend problem</p> |
| <p>MGSE1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add</p> | <p>I can relate counting to addition</p> <p>I can relate counting to subtraction</p> |
| <p>MGSE1.OA.6 Add and subtract within 20. a. 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 $6 + 6 + 1 = 12 + 1 = 13$). b. Fluently add and subtract within 10. 2).</p> | <p>I can add within 20 using strategies</p> <p>I can subtract within 20 using strategies</p> |

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| <p>MGSE1.OA.7 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. The equal sign describes a special relationship between two quantities. In the case of a true equation, the quantities are the same.</p> | <p>I understand the meaning of the equal sign I can determine if equations are equal</p> |
| <p>MGSE1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \Delta$.</p> | <p>I can determine the unknown whole number in addition I can determine the unknown whole number in subtraction</p> |
| <p>MGSE1.MD.4. Organize, represent, and interpret data with up to three categories; 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.</p> | <p>I can organize,, represent and interpret data up to three categories</p> |

| Science | Learning Objective/Target |
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| <p>S1P1. Obtain, evaluate, and communicate information to investigate light and sound</p> | <p>I can obtain information to investigate light and sound I can evaluate information to investigate light and sound I can communicate information to investigate light and sound</p> |
| <p>a. Use observations to construct an explanation of how light is required to make objects visible.</p> | <p>I can use observations to construct an explanation of how light is required to make objects visible</p> |
| <p>b. Ask questions to identify and compare sources of light.</p> | <p>I can ask questions to identify sources of light I can ask questions to compare sources of light</p> |
| <p>c. Plan and carry out an investigation of shadows by placing objects at various points from a source of light.</p> | <p>I can plan and carry out an investigation of shadows by placing objects at various points from a source</p> |
| <p>d. Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> | <p>I can construct an explanation supported by evidence that vibrating materials can make sound I can construct an explanation that sound can make materials vibrate</p> |

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| <p>e. Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance</p> | <p>I can design a signal that can serve as an emergency alert using light to communicate over a distance</p> <p>I can design a signal that can server as an emergency alert using sound to communicate over a distance</p> |
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| Social Studies | Learning Objective/Target |
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| <p>SS1H1 The student will read about and describe the life of historical figures in American history. a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Harriet Tubman (Underground Railroad), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science)</p> | <p>I can describe the life of Benjamin Franklin, Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, Harriet Tubman, Theodore Roosevelt, George Washington Carver</p> <p>I ca identify the contributions made by Benjamin Franklin, Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, Harriet Tubman, Theodore Roosevelt, George Washington Carver</p> |