



WELCOME TO FIRST GRADE IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF FIRST GRADE

- Demonstrate understanding of spoken words, syllables, and phonemes.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a variety of strategies.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Identify the main topic and retell key details of a text.
- Describe characters, settings, and major events in a story, using key details.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Write narratives in which they recount two or more appropriately sequenced events.

MATH EXPECTATIONS BY THE END OF FIRST GRADE

- Count to 120 starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Compare two two-digit numbers based on meanings of the tens and ones digits using $>$, $<$, $=$, and \neq .
- Add and subtract within 20, demonstrating fluency (efficiently, accurately, and flexibly) for addition and subtraction within 10.
- Distinguish between defining attributes versus non-defining attributes, and build and draw shapes that possess defining attributes.
- Use addition and subtraction within 20 to solve word problems.
- Express the length of an object as a whole number of length units, understanding that the length of an object is the number of same-size length units with no gaps or overlaps.
- Organize, represent, and interpret data with up to three categories.

CORNERSTONE SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT SKILLS TO BE FOSTERED

- Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.
- Develop self-control skills (for example, stop, take a deep breath, and relax).
- Identify relationships in their family, school, and community that are caring.
- Demonstrate caring and respect for others.
- Illustrate or demonstrate the definitions of what “tattling” is and what “telling” or “reporting” is.
- Identify consequences of behavior.
- Recognize the difference between helpful and harmful behaviors in relationships.
- Demonstrate a capacity to care about the feelings of others.

STRATEGIC PLAN OBJECTIVES

- 1) Every student will achieve academic success through a challenging, relevant personalized learning plan.
- 2) Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
- 3) Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.