

SCIENCE

- ◎ I CAN observe the weather using my senses.
- ◎ I CAN identify different types of weather, such as sunny, rainy, cloudy and foggy.
- ◎ I CAN explain and record information about weather features.
- ◎ I CAN organize weather data on graphs and long-term data collection charts.
- ◎ I CAN interpret and summarize long-term weather data.
- ◎ I CAN identify and use simple tools to estimate wind speed and measure temperature.
- ◎ I CAN identify different types of clouds.
- ◎ I CAN draw conclusions about appropriate clothing for different types of weather.



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SOCIAL STUDIES

- ◎ I CAN find Canada on a map.
- ◎ I CAN identify the flag of Canada.
- ◎ I CAN name a symbol of Canada.
- ◎ I CAN name a holiday or celebration of Canada.
- ◎ I CAN identify the currency of Canada.
- ◎ I CAN tell one way that Canada is similar to the United States.
- ◎ I CAN tell one way that Canada is different from the United States.



Research tells us that when students know the expectations, they are more likely to achieve those goals.



GRADE 1

TRIMESTER 1

STANDARDS-BASED

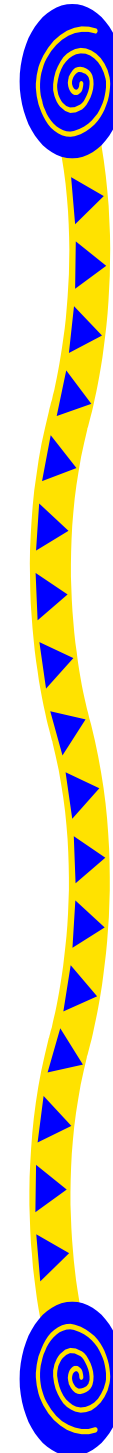
REPORT CARD

"I CAN"

STATEMENTS



"I CAN" statements have been developed by teachers throughout the District to help students and parents understand which strategies and skills are taught and assessed at the end of each report card period. You may also refer to these "I Can" statements as the grade level targets (◎). Each of the "I Can" statements, or targets, correlates to descriptors found on your child's report card. To help you understand our standards-based report card and grade level targets, this brochure lists the cluster of the standards, the report card descriptor, and the "I Can" statements that correspond with the standards instructed each marking period. You will receive new targets for each marking period. If you have any questions about the "I Can" statements, please contact your child's teacher.



FIRST GRADE—TRIMESTER 1 “I CAN” STATEMENTS

MATHEMATICS

- Ⓢ I CAN develop an understanding of addition and subtraction.
- Ⓢ I CAN apply strategies to solve addition problems to 10.
- Ⓢ I CAN fluently add numbers to 10.



READING — Foundational Skills

Print Concepts

- Ⓢ I CAN identify letters, words and sentences.
- Ⓢ I CAN recognize that words are combined to make a sentence.
- Ⓢ I CAN recognize that the first word of a sentence is capitalized.
- Ⓢ I CAN recognize that words are separated by spaces before and after them.
- Ⓢ I CAN recognize that a sentence ends with a punctuation mark.



Phonological Awareness

- Ⓢ I CAN blend sounds to say one-syllable words.
- Ⓢ I CAN say the beginning, middle and ending sound in one-syllable words.
- Ⓢ I CAN segment one-syllable spoken words into their individual sounds.

Phonics and Word Recognition

- Ⓢ I CAN use different strategies to figure out words I don't know.
- Ⓢ I CAN decode regularly spelled one-syllable words.
- Ⓢ I CAN decode words with blends.
- Ⓢ I CAN quickly read Grade 1 irregularly spelled words on their own and in books.

READING — Reading Level

- Ⓢ I CAN read Grade 1 texts fluently.
- Ⓢ I CAN read Grade 1 texts accurately.
- Ⓢ I CAN monitor and clarify while I read.
- Ⓢ I CAN share some important information about the texts I read.

READING — Comprehension

- Ⓢ I CAN ask questions about important details in a text.
- Ⓢ I CAN answer questions about important details in a text.
- Ⓢ I CAN retell major events from a story.
- Ⓢ I CAN explain that fiction tells a story.
- Ⓢ I CAN find words in a text that describe people, places or things using smell, taste, touch, sight or hearing.
- Ⓢ I CAN ask questions about words or phrases I don't understand in a text.
- Ⓢ I CAN use context clues to help me understand a new word or words.
- Ⓢ I CAN use the beginnings and endings of words to help me figure out what a new word means.
- Ⓢ I CAN tell why words belong in categories.
- Ⓢ I CAN use words like “because” to help me explain.

WRITING

- Ⓢ I CAN write to tell a story.
- Ⓢ I CAN tell the order of events in a story.
- Ⓢ I CAN space the words appropriately in my writing.

