

Lincolnwood School District 74

Learning Standards

1st Grade



1st Grade Standards

ENGLISH LANGUAGE ARTS (ELA)

KEY VOCABULARY

Students will define and use the following vocabulary...

connection	consonant	character	fiction	illustration
nonfiction	problem	setting	solution	vowel

FOUNDATIONAL SKILLS

Students will be able to...

- Recognize features of a sentence (first word, capitalization, end punctuation)
- Orally produce single-syllable words by blending sounds
- Isolate and pronounce beginning, middle, and ending sounds
- Segment spoken single-syllable words into individual sounds
- Spelling-sound correspondence for consonant digraphs
- Decode regularly-spelled one-syllable words
- Determine number of syllables in a word
- Decode two-syllable words
- Distinguish long from short vowel sounds in single-syllable words
- Know final -e and common vowel teams representing long vowel sounds
- Read words with inflectional endings (-ing, -ed, -s)
- Recognize and read irregularly-spelled words (sight words)
- Read on-level text with purpose and understanding
- Read on-level text orally with accuracy, appropriate rate, and expression
- Use context clues to confirm or self-correct word recognition and understanding

LITERATURE

Students will be able to...

- Ask and answer questions about key details
- Retell stories including details and central message
- Describe characters, setting, and major events in a story including key details
- Identify feeling and sensory words
- With prompting and support, read poetry
- Explain differences between fiction and nonfiction
- Use illustrations and details in a story to describe characters, setting, or events
- Identify who is telling the story at various points in the text
- Compare and contrast the adventures and experiences of characters in stories

INFORMATIONAL TEXT

Students will be able to...

- Ask and answer questions about key details
- Identify main topic and retell details
- Describe the connection between individuals, ideas, events, or information
- Ask and answer questions to help determine the meaning of words in a text
- Identify basic similarities and differences between two texts on the same topic
- With prompting and support, read informational texts
- Know and use various text features
- Distinguish between information from text and illustrations
- Use the illustrations and details to describe key ideas

- Identify the reasons an author gives to support points in a text

LANGUAGE

Students will be able to...

- Print all upper- and lowercase letters
- Capitalize dates and names
- Use end punctuation
- Use commas in dates and words in a series
- Spell untaught words phonetically (invented spelling)
- Use sentence-level context as a clue to word meanings
- Respond to prompts with a variety of sentences
- Sort words into categories
- Define words by category using key attributes
- Identify real-life connections between words and their uses
- Use words and phrases acquired through conversations and reading
- Use common, proper, and possessive nouns
- Use singular and plural nouns with matching verbs
- Use personal, possessive, and indefinite pronouns
- Use verbs to convey a sense of past, present, and future
- Use frequently occurring adjectives
- Use conventional spelling for words with common spelling patterns (sight words)
- Distinguish shades of meaning between verbs
- Use frequently occurring conjunctions
- Use determiners
- Use frequently occurring prepositions
- Use frequently occurring affixes as a clue to the meaning of a word
- Identify frequently occurring root words

WRITING

Students will be able to...

- With guidance and support, focus on a topic, respond to peer suggestions, and add details to strengthen writing
- With guidance and support, recall information from experiences or gather information to answer a question
- Write narratives with sequenced events, details, temporal words, and a sense of closure
- With guidance and support, use a variety of digital tools to produce and publish writing
- Participate in shared research and writing projects
- Write opinion pieces with a stated opinion and reasons
- Write informative/explanatory texts with facts

SPEAKING AND LISTENING

Students will be able to...

- Follow agreed-upon rules for discussion
- Build on other's talk in conversations
- Ask questions to clear up confusion
- Ask and answer questions about key details
- Add drawings to clarify ideas
- Describe people, places, things, and events with relevant ideas
- Ask and answer questions about what a speaker says
- Produce complete sentences when appropriate

WORK HABITS

Students will be able to...

- Work carefully and follow directions

MATHEMATICS

KEY VOCABULARY

Students will define and use the following vocabulary...

add	dime	even	inch	less than	more than
nickel	number grid	number line	odd	subtract	sum
temperature					

NUMBERS AND OPERATIONS IN BASE TEN

Students will be able to...

- Count by 10s to 100
- Identify numbers as even or odd
- Complete number grid to 120
- Use number grid to count on and back
- Count by 5s to 50
- Use relation symbols $<$, $>$, $=$ to compare numbers
- Place value
- Count by 2s to 30
- Identify place value (10s, 1s)
- Find equivalent names for a number
- Describe parts of a whole using $\frac{1}{2}$ or $\frac{1}{4}$

MEASUREMENT AND DATA

Students will be able to...

- Count tally marks when collecting data
- Tell time to the nearest hour
- Write digital time
- Exchange pennies for nickels
- Calculate the value of pennies and nickels up to \$0.30
- Tell time to the nearest half hour and hour (analog and digital)
- Calculate the coin combinations of pennies, nickels, and dimes up to \$1.00
- Tell temperature to the 10-degree mark
- Measure length to the nearest inch
- Organize, represent, and interpret data
- Measuring with unifex cubes
- Ordering by length
- Count sets of dimes to \$1.00
- Count sets of quarters to \$1.00
- Draw the time

GEOMETRY

Students will be able to...

- Sort and identify attribute blocks
- Distinguish between polygon and non-polygon
- Construct and describe a polygon

OPERATIONS AND ALGEBRAIC THINKING

Students will be able to...

- Understand equations as true or false
- Use addition and subtraction to solve word problems
- Write addition facts (0-20)
- Write subtraction facts (0-20)

- Subtraction as an unknown addend
- Turn around facts/associative properties
- Solve addition facts (11-18) with support tools
- Solve addition and subtraction facts (0-10) fluently
- Add 2-digit and 1-digit numbers
- Adding and subtracting 10s
- Solve word problems
- Determine the unknown numbers

WORK HABITS

Students will be able to...

- Work carefully and follow directions

SCIENCE

KEY VOCABULARY

Students will define and use the following vocabulary...

crater	dissolve	Earth	energy	gas	habitat
liquid	matter	mixture	moon	nutrients	oxygen
property	shadow	shelter	solid	solution	star
sun	survive	telescope	volume	water vapor	

EARTH SCIENCE (Sun, Moon and Stars)

Students will be able to...

- Identify and describe characteristics of the sun as a familiar object in the sky
- Observe and discuss that there are more stars in the sky than can be counted
- Observe and describe the 24-hour cycle of day and night
- Observe the changes to shadows during the day
- Recognize and describe the surface features of the moon
- Illustrate the phases of the moon

PHYSICAL SCIENCE (Solids, Liquids and Gases)

Students will be able to...

- Observe and describe the three states of matter: solid, liquid, and gas
- Describe objects and substances according to their properties,
- such as solid state and shape
- Sort objects according to materials from which they are made
- or their physical properties, and give a rationale for sorting
- Classify and describe objects or substances as single substances or mixtures
- Observe that water can be a liquid or a solid and can change from one state to the other
- Recognize that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration

LIFE SCIENCE (Habitats)

Students will be able to...

- Identify plants and animals with their habitat
- Describe water and land habitats
- Recognize that plants and animals need air, water, food and shelter or space to grow and survive
- Compare and contrast the special parts that help plants and animals survive in their habitat
- Compare and contrast the basic needs that all living things, including humans, have for survival
- Describe how living things depend on one another and on nonliving things for survival

SOCIAL SCIENCE

KEY VOCABULARY

Students will define and use the following vocabulary...

cooperation	flag	holidays	leaders	map	needs
pledge	respectful	responsible	safe	United States of America	wants

SOCIAL SYSTEMS

Students will be able to...

- Name ways of cooperating in school
- Identify similarities and differences among classmates
- List characteristics of being a good citizen
- Identify family, school, and community groups
- Name examples of family attributes
- Sort and explain pictures of family activities
- Compare and contrast family traditions

POLITICAL SCIENCE

Students will be able to...

- Identify purpose and benefits of having rules at school
- Identify the contributions of service providers in the school
- Identify the types of behaviors that categorize a good neighbor

ECONOMICS

Students will be able to...

- Distinguish between needs and wants

HISTORY

Students will be able to...

- Compare and contrast past and present community life
- Compare old and new ways of doing things

GEOGRAPHY

Students will be able to...

- Use symbols to create a classroom map

SOCIAL AND EMOTIONAL

KEY VOCABULARY

Students will define and use the following vocabulary...

bully	choice	fair	honest	listening
respectful	tattling	work together		

Students will be able to...

- FOLLOW RULES
- ASSUME RESPONSIBILITY FOR OWN ACTIONS
- WORK COOPERATIVELY
- ACTIVELY PARTICIPATE
- MAINTAIN SELF-CONTROL

- ACT COURTEOUSLY AND RESPECTFULLY
- IS ATTENTIVE TO INSTRUCTION AND TASKS
- COMPLETES ACTIVITIES IN THE ALLOTTED TIME

HEALTH

HEALTH PROMOTION, PREVENTION, TREATMENT

Students will be able to...

- Identify the importance of personal hygiene and practice the importance of personal hygiene
- Identify and apply conflict resolution/communication skills
- Identify communicable and non-communicable diseases
- Identify the Food Pyramid and classify foods into food groups
- Identify ways to promote personal health (Pediatrician, Dentist check-ups)
- Identify the effects of making healthful food choices
- Identify food labels

HUMAN BODY SYSTEMS

Students will be able to...

- Identify body systems and functions (circulatory, respiratory, skeletal, muscular, and digestive)

COMMUNICATIONS AND DECISION-MAKING

Students will be able to...

- Identify what to do in and preventing unsafe situations (Basic first aid, weather, fire, etc.)
- Identify the dangers and benefits of medicines and drugs
- Identify sources and causes of environmental health risk
- Identify emergency and non-emergency situations

MOTOR SKILLS

Students will be able to...

- Demonstrate progress toward the mature form of locomotor skills: running, hopping, galloping, leaping, skipping, sliding, chasing, fleeing, dodging, and vertical/horizontal jumps
- Demonstrate all locomotor skills, non-locomotor skills, and manipulative skills
- Demonstrate all locomotor and non-locomotor, and manipulative skills with a partner
- Demonstrate the mature form of non-locomotor skills: balancing, turning, twisting, and stretching, bending, and weight transfer
- Demonstrate the mature form of manipulative skills: throwing, catching, kicking, and striking skills
- Demonstrate locomotor, non-locomotor, and manipulative skills in games, dance, and gymnastics

MOVEMENT, MOVEMENT PATTERNS, SKILLED MOVEMENT

Students will be able to...

- Demonstrate use of movement concepts of directions, levels, and pathways while performing locomotor skills
- Demonstrate the ability to perform movement skills while participating in low organized games, cooperative games, tumbling and relays
- Demonstrate coordinated movement patterns varying shape, size, direction, levels and speed
- Demonstrate catching, throwing, bouncing, and kicking using different types of balls
- Demonstrate simple gymnastic sequences using a variety of balance, roll, transfer of weight, and flight
- Demonstrate moving to a beat using basic locomotor and non-locomotor rhythmic patterns

FITNESS

Students will be able to...

- Demonstrate muscular fitness through the use of fundamental motor skills
- Demonstrate improvement in the areas of arm strength, flexibility, agility, and cardio endurance
- Participate in fitness activities
- Students will understand and practice improving physical fitness levels

WORK HABITS

Students will be able to...

- Demonstrate responsible listening skills and follows directions
- Demonstrate a positive and respectful attitude toward self, peers, and teachers
- Demonstrate proper and safe use of equipment
- Put forth effort

INFORMATION LITERACY

KEY VOCABULARY

Students will define and use the following vocabulary...

shelf marker	spine
--------------	-------

ACCESS INFORMATION

Students will be able to...

- Identify the author, title, title page, illustrator, cover and spine of a book
- Access and use information from teacher-selected Internet resources
- Use a bookmarked web page to navigate to links and go back and forth through previously loaded pages
- Use district databases to retrieve information as a whole class
- Use age appropriate electronic media resources with guidance

EVALUATE INFORMATION

Students will be able to...

- Use table of contents
- Use table of index

USE INFORMATION

Students will be able to...

- Create individual or collaborative projects to share with others
- Create products using multimedia techniques
- Present the results of an information search
- Introduce citing sources appropriately

APPRECIATE LITERATURE

Students will be able to...

- Read or listen to traditional world literature/folklore (nursery rhymes and trickster tales)
- Increase understanding of literature by participating in discussion (opinion and responses, compare/contrast, simple inferences, predictions)
- Engage in an in-depth study of an author's and/or illustrator's body of work
- Respond to literature by participating in a variety of activities such as poetry, reader's theater, or visual arts
- Use libraries, library resources, the Internet, and other information sources; is introduced to a variety of formats (magazines, books, non-print, electronic resources)

TECHNOLOGY

KEY VOCABULARY

Students will define and use the following vocabulary...

acceptable use	blog	close	command key	desktop	document
file	finder	font	format	highlight	icon
insertion point	image	keyboard shortcut	link	multimedia	online
open	save	search engine	website	windows	

CREATIVITY AND INNOVATION

Students will be able to...

- Use creativity tools to produce projects with support from teachers and/or student partners

COMMUNICATION AND COLLABORATION

Students will be able to...

- (with guidance and support from adults) Explore a variety of digital tools to produce and publish writing, including in collaboration with peers

CRITICAL THINKING

Students will be able to...

- Apply the knowledge gathered from online resources to create original works

DIGITAL CITIZENSHIP

Students will be able to...

- Understand the consequences of the misuse of technology in the area of sharing resources and equipment
- Be responsible for the maintenance of a computer

TECHNOLOGY OPERATIONS AND CONCEPTS

Students will be able to...

- Use teacher-directed tools and technology resources such as presentation software, drawing, and online reference materials
- Use computer and mobile device skills
- Communicate about technology with developmentally appropriate and accurate vocabulary

RESEARCH & INFORMATION LITERACY

Students will be able to...

- Use a teacher-selected web page to navigate to links and go back and forth through previously loaded pages
- Access and use district resources to retrieve information individually and as whole class
- Use age appropriate electronic media resources with guidance

VISUAL ART

KEY VOCABULARY

Students will define and use the following vocabulary...

abstract	bristles	color wheel	describe	horizon line	landscape
oil pastel	organic	palette	primary colors	secondary colors	tempera paint
texture	watercolor paint				

ELEMENTS OF ART

Students will be able to...

Identify and use:

- Colors – Primary, secondary, brown, white and black
- Line – straight/curved, thick/thin, long/short, vertical/horizontal, diagonal, wavy, spiral, zigzag, dotted/dashed
- Texture – rough, smooth
- Shape – circle, square, rectangle, triangle, oval, geometric and organic
- Space – close and far away, 2-dimensional, 3-dimensional
- Value – light, dark, blending

ART PRODUCTION

Students will be able to...

- Develop skills in gluing, tracing, drawing, painting and paper manipulation (i.e. cutting, tearing, folding, weaving)
- Create art using a variety of media (pencil, paint, oil pastel, pastel, clay)
- Create a self-portrait
- Create art inspired by a story, to tell a story
- Create art depicting flora and fauna
- Create art from observation of natural objects or places
- Create art using imaginary people and places
- Reflect on their art-making process, written and verbally

ART HISTORY/APPRECIATION

Students will be able to...

- Explore ways art is connected to other things we learn about
- Learn how to read a work of art like a story (communication of feelings, ideas and information)
- Identify the role of artists as someone who learns, creates and reflects
- Discuss and respond to works of art
- Recognize and discuss how art is an integral part of one's own culture

WORK HABITS

Students will be able to...

- Demonstrate responsible listening skills
- Demonstrate a positive and respectful attitude toward self, peers, and teachers
- Demonstrate proper and safe use of art materials
- Put forth effort

MUSIC

KEY VOCABULARY

Students will define and use the following vocabulary...

bassoon	clarinet	composer	direction	flute	guitar
mallets	maracas	metallophone	musician	notes	oboe
performer	phrase	pitch	repeat	risers	solo
steady beat	swing	violin	xylophone		

MUSIC THEORY

Students will be able to...

- Identify introduction in a piece of music
- Identify upward and downward melody movement
- Identify different phrase structures in a piece of music

- Identify and sing simple melodies with solfege hand signs
- Read and play quarter, eighths, and half notes

MUSIC PRODUCTION AND PERFORMANCE

Students will be able to...

- Perform steady beat on classroom instruments
- Express the mood of a song through voice and movement
- Sing music of various tempos and different dynamic levels with and without accompaniment
- Play simple accompaniments on Orff instruments
- Sing music of various tempos and different dynamic levels with and without accompaniment
- Play simple rhythmic patterns based on previously learned note values (quarters, eighths, and half notes)

MUSIC APPRECIATION

Students will be able to...

- Listen attentively and describe feelings or idea within the composition

WORK HABITS

Students will be able to...

- Demonstrate responsible listening skills
- Demonstrate a positive and respectful attitude toward self, peers, and teachers
- Demonstrate proper and safe use of instruments
- Put forth effort