First Grade Reporting Standards

ENGLISH LANGUAGE ARTS		
Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 has adopted a comprehensive literacy philosophy, which is designed to meet the needs and readiness of individual students. Reading, writing, speaking and listening are integrated within the literacy program. The development of literacy skills is supported by our library curriculum that focuses on literature appreciation, informational literacy skills, and cultivating a lifelong love of reading through exposure to a wide variety of reading materials.		
Trimester One	**Trimester Two**	**Trimester Three**
Reading ● Applies word solving skills ● Applies knowledge of word patterns to reading ● Uses grade appropriate fluency skills ● Reads appropriate grade level text ● Identifies characters and setting in a story ● Retells stories including key details **Writing** ● Uses capital letters at the beginning of sentences ● Uses end punctuation ● Transfers known spelling patterns into writing ● Uses a combination of drawing and writing to express thoughts ● Writes a story with a beginning, middle, and end **Listening and Speaking** ● Participates in collaborative conversations with partners	**Reading** ● Applies word solving skills ● Applies knowledge of word patterns to reading ● Asks and answers questions about the text ● Uses grade appropriate fluency skills ● Reads appropriate grade level text **Writing** ● Uses appropriate beginning and end punctuation ● Uses a combination of upper and lower case letters ● Transfers known spelling patterns into writing ● Writes multiple sentences on a topic ● States and supports an opinion with reasons **Listening and Speaking** ● Participates in collaborative conversations with partners	**Reading** ● Applies word solving skills ● Applies knowledge of word patterns to reading ● Asks and answers questions about the text ● Uses grade appropriate fluency skills ● Reads appropriate grade level text **Writing** ● Uses appropriate beginning and end punctuation ● Uses upper and lower case letters appropriately ● Transfers known spelling patterns into writing ● Creates a nonfiction text with an opening and details **Listening and Speaking** ● Participates in collaborative conversations with partners

MATH		
The elementary math is aligned to the Common Core State Standards (CCSS) which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real world issues and challenges, preparing students to think and reason mathematically.		
Trimester One	**Trimester Two**	**Trimester Three**
<u>Number Sense</u> ● Reads numbers to 20 ● Writes numbers to 20 ● Use tools/models to represent numbers and solve equations **<u>Operations</u>** ● Uses strategies to add numbers to 10 ● Represents addition and subtraction with drawings, verbal explanations, and equations ● Composes and decomposes numbers from 11 to 19 into tens and ones	**<u>Number Sense</u>** ● Uses a number line to count on and count back ● Understands that two digits tell how many tens and ones are in the number **<u>Operations</u>** ● Uses strategies to add with sums to 20 ● Uses strategies to subtract numbers to 10 **<u>Geometry</u>** ● Identifies and describes 2- and 3-D shapes	**<u>Number Sense</u>** ● Counts by ones to 120 starting at any given number ● Counts by tens to 120 starting at any given number ● Finds 10 more or 10 less than various 2-digit numbers ● Compares pairs of 2-digit numbers using the symbols >, =, and < **<u>Operations</u>** ● Solves story problems that involve adding three numbers ● Demonstrates fluency with addition facts to 10 ● Demonstrates fluency with subtraction facts to 10 ● Understands the meaning of the equal sign and identifies equations involving addition and subtraction as true or false (e.g. 7=3+4 is true; 10-2=4+1 is false) ● Finds the unknown number in addition and subtraction equations

SCIENCE		
The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding.		
Trimester One	**Trimester Two**	**Trimester Three**
<u>Life Science</u> ● Identifies and researches a simple problem in order to develop a possible solution ● Uses plant and/or animal structures to design a solution to a human problem ● Uses information from different sources to determine patterns in behaviors of parents and offspring to help offspring survive ● Uses a drawing or physical model to show how an object's shape helps it function to solve a problem	**<u>Earth & Space Science</u>** ● Observes the sun and moon to describe patterns that can be predicted ● Observes and understands the relationship of daylight and time of year	**<u>Physical Science</u>** ● Investigates and observes that objects in darkness can only be seen when illuminated ● Plans and conducts investigations to understand what results when light hits opaque, translucent, transparent, and reflective materials **<u>Engineering Design</u>** ● Uses a drawing or physical model to show how an object's shape helps it function ● Plans and conducts investigations to understand that vibrating objects make sounds and that sounds can cause vibrations ● Designs and constructs a device that uses light or sound to communicate over a distance

SOCIAL STUDIES		
The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action. Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels. Social Studies for kindergarten through fifth grade focuses on the home, school, community, city of Chicago, state of Illinois, regions of our nation, and the United States.		
Trimester One	**Trimester Two**	**Trimester Three**
<u>Inquiry</u> ● Uses listening, consensus-building, and voting procedures to decide on and take action in their classrooms **<u>Civics</u>** ● Explains how all people, not just official leaders, play important roles in a community **<u>History</u>** ● Creates a chronological sequence of multiple events	**<u>History</u>** ● Compares perspectives of people in the past to those of people in the present **<u>Geography</u>** ● Constructs and interprets maps and other representations to navigate a familiar place	**<u>Inquiry</u>** ● Creates questions to help guide inquiry about a topic with guidance from adults and/or peers **<u>Economics</u>** ● Explains how people earn pay or income in exchange for work

SPANISH		
Spanish for students in grades one through five focuses on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the target language. Thematic units provide students with real-life connections and applications to their own lives as well as the Spanish-speaking world.		
Trimester One	**Trimester Two**	**Trimester Three**
● Demonstrates understanding of words and phrases ● Produces words and phrases	● Demonstrates understanding of words and phrases ● Produces words and phrases	● Demonstrates understanding of words and phrases ● Produces words and phrases

ART		
The purpose of art education is to foster critical thinking and promote creativity. In District 28, students explore how art is used to communicate, how art expresses different points of view, and identifies how art can be found everywhere and influences aspects of our daily lives. Students will not only experience using different tools and techniques in order to create meaningful works of art, but will also reflect and share the work they create with others.		
Trimester One	**Trimester Two**	**Trimester Three**
● Communicates ideas visually through the use of form, texture, and pattern	● Expresses a point of view through the use of space	● Identifies and visually uses inspiration from artist techniques

MUSIC		
The purpose of music education in District 28 is to cultivate thoughtful members of society who are tuneful, beatful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.		
Trimester One	**Trimester Two**	**Trimester Three**
● Uses singing voice to match two or more pitches	● Interprets the mood expressed in a musical example	● Interprets basic rhythm notation (quarter and eighth note rhythms)

PHYSICAL EDUCATION		
District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive, and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthy living. Cooperation and respect for each other helps provide a safe environment, both physically and emotionally. Healthful, active lifestyles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.		
Trimester One	**Trimester Two**	**Trimester Three**
● Understands motor skills and movement patterns ● Demonstrates knowledge and skills to improve fitness ● Understands concepts related to health promotion	● Understands motor skills and movement patterns ● Demonstrates knowledge and skills to improve fitness ● Understands concepts related to health promotion	● Understands motor skills and movement patterns ● Demonstrates knowledge and skills to improve fitness ● Understands concepts related to health promotion

SOCIAL EMOTIONAL LEARNING COMPETENCIES		
District 28 values developing our students' essential skills as well as their content knowledge. Social Emotional Learning Competencies are the standards aligned to essential social emotional learning standards. The competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies refer to a set of skills that help children manage their emotions, build positive relationships, and make responsible decisions. These competencies are important for children's overall development, both academically and personally.		
Grade 1		
Self-Awareness ● Understands the connection between feelings and actions ● Seeks help when appropriate	**Self-Management** ● Uses strategies to calm down and manage impulses (e.g., taking deep breaths, seeking a break) ● Manages materials to support learning and task completion	**Social Awareness** ● Identifies the emotions of peers through verbal and nonverbal cues ● Demonstrates empathy by helping others who are upset or in need
Relationship Skills ● Takes responsibility for resolving simple conflicts with guidance ● Demonstrates the ability to share, cooperate, and take turns	**Responsible Decision-Making** ● Makes decisions based on fairness and respect for others ● Considers the consequences of actions and makes responsible decisions	

Academic Levels of Proficiency

Level 4 – Exceeds = Student independently applies knowledge in novel and unexpected ways.
Level 3 – Meets = Student understands concepts and demonstrates proficiency. Student can show understanding and apply his/her learning.
Level 2 – Approaching = Student is approaching understanding, but still needs support from teachers and parents.
Level 1 – Below = Student is beginning to identify concepts, but does not demonstrate understanding. Student requires a high level of support.

Social Emotional Learning Competencies Levels of Proficiency

Level 4 – Exceeds = Student consistently and independently demonstrates characteristics.
Level 3 – Meets = Student often demonstrates the characteristics.
Level 2 – Approaching = Student needs teacher reminders to successfully demonstrate characteristics.
Level 1 – Below = Student rarely demonstrates the characteristics and needs significant support.