

# Skokie 68 1st Grade Learning Targets

## LANGUAGE ARTS

### Reading

#### **Literature**

- Ask and answer questions about a text
- Retell stories with key ideas to identify main idea
- Identify characters, setting, and major events using key ideas
- Identify words that describe feelings and words or phrases that relate to senses (smell, touch, taste, sight, hearing)
- Identify the difference between fiction and informational texts
- Identify who is telling the story
- Use illustrations to describe a story's characters, setting, and events
- Compare and contrast the adventures of familiar characters in different stories
- Read grade level stories and poems

#### **Informational Text**

- Ask and answer questions about a text
- Identify the main idea of text and retell key details
- Identify how two pieces of information are connected
- Ask and answer questions about words or phrases to clarify meaning
- Identify text features (captions, bold words, headings, labels, graphics) to find information
- Identify information from the text or illustrations
- Use illustrations to describe key details in a text
- Identify reasons the author gives to support his/her ideas
- Compare and contrast similarities and differences between two texts on the same topic
- Read grade level informational texts

### Writing

- Opinion
  - Introduce or name a topic
  - Provide an opinion on the topic
  - Give a reason to support the opinion
  - Provide closure
- Informational
  - Name a topic
  - Give facts about the topic
  - Provide closure
- Narrative
  - Retell about two events in order
  - Give details about the events
  - Provide closure
- Answer questions, add details, and explain writing to others
- Use digital tools to produce and publish work
- Participate in shared research and writing projects (T2 and T3)
- Use provided sources to find information (T2 and T3)

### Speaking and Listening

- Participate in cooperative groups (large and small) about grade level topics and texts
  - Follow class rules for discussions
  - Build on conversations by responding to the comments of others
  - Ask questions to clear up confusion about ideas and texts
- Demonstrating of what is read, heard, and/or seen by asking and answering questions
- Ask and answer questions from a speaker to gather information or clarify understanding
- Describe people, places, things, and events with details
- Add drawing or details to a description to provide information
- Use complete sentences

### Foundational Skills/Language

- Identify basic features of print (letters, words, sentences, spaces between words)
  - Identify parts of a sentence (capitalize first word, end punctuation)
- Pronounce letter sounds
  - Read long and short vowel words
  - Blend sounds to make words
  - Pronounce the beginning, middle, and ending sounds to produce one syllable words
  - Segment one syllable words into their individual sounds
- Apply grade level phonics in decoding words
  - Read and spell words with common consonant digraphs
  - Decode one syllable words
  - Represent long vowel sounds with common letter patterns
  - Identify the number of syllables in a printed word
  - Decode two syllable words by breaking the two syllables apart
  - Read words with inflection
  - Read grade level irregularly spelled words
- Read with accuracy and fluency
  - Read grade level text with purpose and understanding
  - Read grade level text with accuracy and expression
  - Use strategies to understand unknown words
- Demonstrate command of the conventions of standard English grammar
  - Print upper and lowercase letters
  - Use different types of nouns (common, proper, possessive)
  - Use verbs and nouns that match tense
  - Use pronouns (I, me, they, them)
  - Use verbs to show past, present, and future
  - Use adjectives (describing words)
  - Use conjunctions (connecting words)
  - Use determiners (the, a, this, that)
  - Use prepositions (position words)
  - Use various types of sentences
- Demonstrate command of the conventions of standard English when writing
  - Capitalize dates and names of people
  - Use end punctuation
  - Use commas in dates and to separate words in a series
  - Spell grade level words correctly

- Use phonics skills to spell unknown words
- Clarify the meaning of unknown words using a variety of strategies
  - Use context clues to figure out word meanings
  - Use prefixes and suffixes to figure out word meanings
  - Identify forms of a root word (look -looks, looked, looking)
- Understand word relationships and nuances in word meanings
  - Sort words into categories
  - Define a word by its category and an attribute
  - Identify a real life application of a word
  - Distinguish shades of meaning among verbs and adjectives by defining, choosing, or acting them out
- Use words and phrases learned through listening and reading

## MATH

### Operation and Algebraic Thinking

- Represent and solve word problems involving addition and subtraction
  - Use addition and subtraction to solve word problems for numbers 1-20
  - Solve word problems that call for addition of three whole numbers when the sum is less than or equal to 20
- Understand and apply properties of operations and the relationship between addition and subtraction
  - Use strategies to add and subtract to find a missing number
  - Demonstrate that changing the order of addends in number sentences doesn't change the sum ( $2+3=5$ ,  $3+2=5$ )
  - When adding three numbers how the numbers are grouped doesn't change the sum ( $3+6+2=9+2=11$ )
  - Solve subtraction problems to find the missing number
- Add and subtract within 20
- Work with addition and subtraction equations
  - Understand the meaning of the equal sign
  - Use strategies to add and subtract to find missing numbers in all parts of an equation

### Numbers and Operations

- Extend the counting sequence
  - Count to 120 starting at any number less than 120
  - Read and write numbers to 120
- Understand place value
  - Identify tens and ones in a two digit number
  - Use greater than, less than, or equal to symbols to compare two numbers
- Use place value understanding and properties of operations to add and subtract (T2 and T3)
  - Add numbers within 100 (two digit number plus a one digit number; two digit number plus multiples of ten)
  - Mentally add or subtract ten to any number
  - Use concrete models, drawings, or writing to explain math reasoning

## Measurement and Data

- Measure lengths indirectly and by iterating length units (T2)
  - Compare two lengths
  - Use nonstandard units to measure and record
  - Order three objects by length
- Tell and write time to the hour and half hour (T3)
  - Use analog and digital clocks
- Represent and interpret data (either T2 or T3)
  - Organize, represent and interpret data in up to three categories
  - Ask and answer questions about data
  - Determine when a category has more or less than other categories

## Geometry

- Reason with shapes and their attributes (T1)
  - Identify the difference between defining attributes (sides, angles, faces) and non-defining attributes (color, orientation, overall size)
  - Construct and draw a shape when given defining attributes
  - Identify two-dimensional and three-dimensional shapes
  - Create new shapes using two-dimensional and three-dimensional shapes
  - Divide circles and rectangles into two and four equal parts
  - Describe the equal parts of a circle and rectangle (halves and quarters)
  - Understand that if there are more parts the parts are smaller to create a whole

## **SCIENCE**

### Physical Science (T1)

- Plan and conduct experiments to understand that vibrating materials make sounds and sound can make materials vibrate
- Make observations to understand that objects can only be seen when illuminated
- Plan and conduct experiments to demonstrate the effect of different objects in the path of a light beam
- Use materials to design and build a device that uses light or sound to communicate over a distance

### Life Science (T2)

- Use materials to design a solution to a human problem by understanding how plants/animals use their body parts to help them survive
- Determine patterns in behavior of parents (plants/animals) and offspring that help them survive
- Make observations to develop an experiment showing that young plants/animals are similar to their parents

### Earth Science (T3)

- Use observations of the sun, moon, and stars to describe patterns that can be predicted
- Make observations at different times of the year to relate the amount of daylight to the time of year

## **SOCIAL STUDIES**

### Civics

- Explain how all people play important roles in a community
- Identify and explain how rules function inside and outside of the school

#### Economics

- Explain the difference between needs and wants

#### Geography

- Construct and read maps of a familiar place

#### History

- Create a sequence of events in orders
- Name and share knowledge about individuals who have shaped historical change
- Compare ideas of people in the past to people in the present

### ART

#### Creating

- Engage collaboratively in exploration and imaginative play with materials
- Use observation and investigation to prepare for making art
- Experiment with material and tools to create art
- Use materials safely and follow directions
- Identify and classify uses of everyday objects through art
- Use art vocabulary to describe choices while making art

#### Presenting

- Explain why some artwork is more important than others
- Explain how to prepare artwork for display
- Identify the important roles that people who work in a museum have

#### Responding

- Describe works of art that depict daily life
- Compare images that represent the same object
- Identify subject and use art vocabulary to describe works of art
- Sort artwork between what is preferred and what is not

#### Connecting.

- Identify how and why students make art outside of school
- Understand that people from different places and times have made art for a variety of reasons

### MUSIC

#### Creating

- Improvise rhythmic and melodic patterns
- Discuss reasons for selecting musical ideas
- Use notation to document musical ideas
- Use feedback in refining musical ideas
- Demonstrate a personal musical idea to classmates

### **Performing**

- Demonstrate and discuss personal interest in music
- Demonstrate musical concepts such as beat, melodic contour
- Read and perform simple rhythmic and melodic patterns
- Describe music's expressive qualities
- Apply feedback to refine performances
- Perform music for a specific purpose with expression
- Perform appropriately for the audience and for the purpose

### **Responding**

- Demonstrate preference of music for specific purpose
- Demonstrate music concepts such as beat and pitch for a specific purpose
- Demonstrate expressive qualities such as dynamics and tempo
- Express preferences in the evaluation of music for specific purposes

### **Connecting**

- Demonstrate musical ideas to peers
- Demonstrate understanding of relationships between music and other disciplines

## **PHYSICAL EDUCATION**

### **Movement**

- Understand personal space
- Identify these movements: hopping, skipping, galloping, running, bending, twisting
- Produce skills in a game or activity: hopping, skipping, speed walking, galloping, running and jumping side to side
- Start to develop pacing for running
- Play within boundaries of a game or activity

### **Fitness**

- Understand that physical exercise increases the heart rate
- Understand that physical fitness improves overall strength and speed

### **Team Work**

- Lead the class through a series of exercises
- Work independently for a short period of time
- Follow a sequence of activities
- Find a partner
- Can play with and respect classmates during activities

### **Health**

- Understand basic hygiene: bathing, hand washing, teeth brushing, covering coughs and sneezes
- Understand how food/diet affects body performance

### **Human Body Systems**

- Feel increased heart rate after exercise
- Identify basic body parts (head, legs, arms, chest, feet, hands, eyes, ears, and nose)

### Healthy Decision Making

- Differentiate between appropriate and inappropriate behaviors such as waiting your turn versus pushing in line, walking versus running, and honesty versus dishonesty
- Recognize how choices can affect health - sleep, eating properly
- Understand and follow PE rules for safe play