

CURRICULUM GUIDE

First Grade

FIRST GRADE

LANGUAGE ARTS



Use correct grammar, spelling, punctuation, capitalization and structure. (State Goal 3A).

Students will be able to:

- construct complete sentences using a subject and verb.
- demonstrate growth in developmental spelling stages.
- demonstrate correct spelling of high frequency words in written work.
- begin to correctly use capitalization (such as to begin a sentence, the pronoun "I", and names).
- begin to use punctuation correctly (such as a period, comma, and question mark).
- Demonstrate improvement in handwriting.

Compose well-organized and coherent writing for specific purposes and audiences and communicate ideas in writing to accomplish a variety of purposes. (State Goal 3B, 3C).

Students will be able to:

- use prewriting strategies to generate and organize ideas.
- begin to use the writing process to produce written pieces.
- write a story with a beginning, middle and end.
- write for a variety of purposes (such as stories, letters and reports).

Listen effectively in formal and informal situations. (State Goal 4A).

Students will be able to:

- listen effectively in situations by facing the speaker and making eye contact.
- ask questions and respond to questions from the teacher and peers to improve comprehension.
- distinguish between questions and statements.
- Follow two- and three- step directions.

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Speak effectively using language appropriate to the situation and audience. (State Goal 4B).

Students will be able to:

- demonstrate growth in expressing ideas using correct grammar.
- demonstrate age-appropriate speaking behaviors.
- present brief oral reports.
- participate in discussions focused on a common topic.

Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas. (State Goal 5A)

Students will be able to:

- identify the title, author, and illustrator of a book.
- identify questions and gather information.
- know and apply alphabetical order to the first letter when locating information.
- select a reference resource to locate information (such as children's encyclopedia, teacher-bookmarked Internet website, text, word and picture dictionaries).
- write letters, reports and stories based on acquired information.



READING

Apply word analysis and vocabulary skills to comprehend selections. (State Goal 1A).

Students will be able to:

- apply auditory phonemic awareness skills (such as identifying beginning, medial and ending consonants; blending and segmenting words; and recognizing the number of syllables in a word).
- demonstrate an understanding of the concept of word.
- identify high-frequency sight words in text and in isolation.
- apply phonics skills in reading (such as initial, medial and final consonant sounds, long and short vowels, and blends and digraphs).
- use letter-sound knowledge to decode regularly spelled one- and two- syllable words.
- apply knowledge of structural analysis strategies to decode new words (such as word families, compound words, contractions, and word endings).
- use context and picture cues to recognize unfamiliar words.

Apply reading strategies to improve understanding and fluency. (State Goal 1B).

Students will be able to:

- develop pre-reading strategies.
- determine the author's purpose for writing a given text.
- self-select appropriate reading material for pleasure.
- continuously check and clarify for understanding (such as reread, read ahead, use visual and context clues, ask questions and use meaningful substitutions).
- read instructionally appropriate material aloud with fluency and accuracy.

Comprehend a broad range of reading materials. (State Goal 1C).

Students will be able to:

- use details from the text to form questions and verify predictions.
- use specific details from the text to verify and support thinking.
- retell a story in sequence.
- identify the main idea of a story.
- compare and contrast fiction and nonfiction texts on the same topic.
- recognize the styles of selected authors and illustrators.

Understand how literary elements and techniques are used to convey meaning. (State Goal 2A).

Students will be able to:

- classify literary works as fiction, nonfiction, or poetry.
- name the characters and setting of a story.

Read and interpret a variety of literary works. (State Goal 2B).

Students will be able to:

- respond to literature by making connections to personal experiences.
- relate character, setting, and plot to real-life situations.

SOCIAL STUDIES

Students will understand and explain basic principles of the United States government; students will understand the structures and functions of the political systems of Illinois, the United States and other nations; students will understand election processes and responsibilities of citizens. (State Goal 14 A, B, C).

Students will be able to:

- identify rules at home and school and tell why rules are necessary.
- name traditional American symbols of freedom and democracy.
- recite the Pledge of Allegiance.
- recognize selected past and present leaders of the United States.
- develop an awareness of the democratic process of voting.
- recognize differences between rules and laws.

Students will understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services. (State Goal 15A).

Students will be able to:

- list examples of goods and services.
- describe how everyone has needs and wants and distinguish between a need and a want.
- develop an awareness of natural resources, their value, and how people can protect them.
- Recognize the use of money as an exchange for goods and services.



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Students will apply the skills of historical analysis and interpretation; students will understand the development of significant political events. (State Goal 16 A, 16B).

Students will be able to:

- sequence past, present, and future events through a timeline.
- develop an awareness of important people, events, and special celebrations in American history.
- identify family celebrations and traditions and explain their importance.



Students will locate, describe and explain places, regions and features on the Earth; students will understand relationships between geographic factors and society. (State Goal 17A, 17C).

Students will be able to:

- use maps and globes to identify selected landforms, countries and bodies of water.
- locate and use a map key.
- name the four seasons and identify their characteristics.
- develop an awareness of ways in which people depend on and interact with the environment.

Students will compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions; students will understand the roles and interactions of individuals and groups in society. (State Goal 18A, 18B).

Students will be able to:

- explore figures in folklore.
- describe roles of family members.
- explain what it means to be a good friend.
- Demonstrate ways to be helpful to one's family and friends.

MATHEMATICS

Students will develop an understanding of mathematical thinking, language, and symbols. (State Goal 6A)

Students will be able to:

- develop a working knowledge of key vocabulary when speaking and writing about mathematics.
- develop a sense of whole numbers to represent and use them.
- develop mental computation strategies.
- use estimation strategies to determine if answers are reasonable.
- use a variety of strategies to solve story problems (such as draw a picture and make tallies).
- explain mathematical reasoning verbally.
- begin to identify and use mathematical symbols correctly when reading and writing number sentences (such as +, -, and =).
- given a specific number sentence, tell a corresponding story problem; given a specific story problem, write a corresponding number sentence



Students will develop an understanding of numbers and operations. (State Goal 6B, 6C, 6D)

Students will be able to:

- recall addition and subtraction facts to 18.
- read, write, and sequence numerals to 100.
- count by one to 100, starting at various points.
- skip count by two, five, and ten up to 100.
- use the phrases and symbols of greater than (>), less than (<), and equal to (=)
- to compare quantities of whole numbers up to 100.
- develop an understanding of the relative position of ordinal numbers first through tenth.
- identify and read fractions $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.
- group quantities up to 100 into ones, tens, and hundreds.
- describe relative size of numbers (31 is large compared to 4, small compared to 90, and about the same size as 33).
- understand the relationship between addition and subtraction as opposite operations.
- show understanding of addition and subtraction by joining, separating, and comparing sets of objects.

Students will develop an understanding of measurement. (State Goal 7A, 7B)

Students will be able to:

- compare and order length in inches and centimeters.
- know equivalencies related to measurement (such as 12 inches = 1 foot and 7 days = 1 week).
- measure using a variety of standard and non-standard tools.
- name the date including the day, month, and year.
- name the days of the week and months of the year.
- distinguish between the hour and minute hand on an analog clock.
- read time on digital and analog clocks to the hour, half-hour, and quarter-hour.

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- know equivalencies related to time (such as 7 days = 1 week, 12 months = 1 year, 60 minutes = 1 hour, and 24 hours = 1 day).
- apply the ideas and language of the calendar (such as before, after, yesterday, today, and tomorrow).
- apply the ideas and language of time (such as morning, afternoon, noon, night, o'clock, hour, and half-hour).
- identify the value of a penny, nickel, dime, and quarter.
- show equivalencies with pennies, nickels, dimes, and quarters.
- read and record temperature from a Fahrenheit thermometer to the nearest ten degrees.
- estimate and measure the length of objects using standard and non-standard units of measurement.
- use non-standard units to talk about the concept of area.



Students will develop an understanding of patterns. (State Goal 8A, 8B, 8C, 8D)

Students will be able to:

- use the concept of pattern to make predictions.
- recognize and extend geometric patterns involving shape, color, size and/or rotation.
- recognize and use numeric patterns to solve problems.
- recognize number patterns involving odd or even numbers and skip counting.
- sort, classify, and order objects by their attributes.
- solve simple number sentences in isolation and in problem-solving situations (such as missing addends: $2 + _ = 5$).
- show an understanding of addition and subtraction by joining and separating sets of concrete objects.
- create addition and subtraction number stories to equal a given number up to 12.
- solve number sentences with a missing addend up to twelve.

Students will develop an understanding of geometry. (State Goal 9A, 9B, 9C)

Students will be able to:

- identify, name, and describe the unique attributes of two- and three dimensional geometric shapes (such as square, rectangle, rhombus, cube and cylinder).
- describe attributes of two- and three dimensional shapes (such as straight and curved edges and corners).
- sort, classify and compare shapes by at least two attributes.
- identify lines of symmetry in simple figures and designs.
- use pattern blocks to create a geometric pattern.
- extend a given pattern and explain its growth.
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Students will develop and apply the concepts of data collection and probability. (State Goal 10A, 10B, 10C)

Students will be able to:

- organize and display data using pictures, tallies, tables, charts or bar graphs.
- read and draw tally marks for numbers up to 20.

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- read and interpret information recorded on these class graphs: pictograph, bar graph, or Venn diagram.
- pose questions and gather data about self and surroundings.
- collect, organize, and describe data using pictures, tallies, tables, charts or bar graphs.
- represent data using concrete objects and pictures.
- identify events related to personal experience as likely or unlikely to happen.
- predict possible outcomes for a simple event.
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SCIENCE

Students will understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.
(State Goal 11A)

Students will be able to:

- use the five senses, as appropriate, to observe an object or event.
- describe observed changes in objects or events and collect data.
- generate questions and possible solutions when given a simple scientific problem.

Students will understand the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.
(State Goal 12A, 12B, 12D, 12E, 12F)

Students will be able to:

- develop a working knowledge of key vocabulary related to units of study.
- classify and describe characteristics of living and non-living things.
- compare, contrast, and categorize living organisms using a variety of observable features.
- describe and compare characteristics of living things as related to their habitats.
- identify ways light can be produced naturally or artificially.
- sort materials by physical properties.
- distinguish between solids and liquids.
- describe patterns of weather and seasonal changes.
- **Develop a working knowledge of hygiene and maintaining their health.**
- **Describe different parts of the body and their functions.**

Students will understand the relationships among science, technology, and society in historical and contemporary contexts.
(State Goal 13A, 13B)

Students will be able to:

- demonstrate safety precautions as set up by the teacher in the classroom.
- name what scientists do and explain how they gather information.
- predict what will happen when an experiment is repeated and explain the results.
- use standard and non-standard units of measure during scientific activities.
- list a variety of materials that can be reused and recycled.

