

Mount Prospect School District 57

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Grade Level Objectives

First Grade



READING/LANGUAGE ARTS

Reading Foundational Skills

A first grade student:

- Reads short vowel words with accuracy (Example: pan, mop, net, etc.)
- Produces the sounds for blends and digraphs (Example: cl, br, sh, th, etc.)
- Produces the sounds for long vowel patterns (Example: ai, ee, igh, etc.)
- Reads sight words
- Applies multiple word decoding strategies:
 - o Uses picture clues to develop meaning
 - o Looks at the first letter and listens to how it sounds
 - o Sounds out words
 - o Searches for little words within big words
 - o Figures out unknown words using the sentence meaning
 - o Back tracks and reads again
 - o Cross checks for meaning

Instructional Reading Level Expectations for First Grade

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
D/E	E	F	F	G	H	H	I	J	J

Reading Literature

A first grade student:

- Comprehends grade level text read independently
- Reads grade level text with fluency: accuracy, phrasing, expression, and appropriate rate
- Describes characters, settings, problem and solution, and major events in a story using key details
- Supports thinking with evidence from the text
- Understands what has been read to them
- Asks and answers questions about a text to reconstruct (retell with explanations) the story and begin to use analytical talk
- Previews and predicts literature selections
- Recognizes different types of literature (nonfiction, fiction, poetry, etc.)
- Makes connections and comparisons across different texts and genre
- Explains major differences between fiction and nonfiction texts



Reading Informational Text

A first grade student:

- Comprehends grade level informational text read independently
- Supports thinking with evidence from the text
- Identifies the main topic and retells key details of a text
- Knows and uses various nonfiction text features to locate key facts or information in text (e.g., headings, diagrams, images)
- Asks and answers questions to help determine or clarify the meaning of words and phrases in a text
- Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text
- Identifies the reasons an author gives to support points in a text
- Identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

Speaking and Listening

A first grade student:

- Expresses ideas clearly in speaking
- Follows oral directions
- Participates actively in discussions and activities
- Demonstrates conversational skills by listening and responding appropriately
- Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly
- Participates in discussions and develops topic-related questions
- Understands a perspective other than their own
- Elaborates or expands explanations given by someone else and uses evidence-based logic to explain their ideas or defend points

Spelling

A first grade student:

- Spells correctly on weekly tests
- Applies spelling strategies in daily writing
- Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words



- Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions

Resources:

Into Reading, Houghton Mifflin Harcourt, ©2020

<https://www.hmhco.com/programs/into-reading>

Writing Foundational Skills

A first grade student:

- Prints numbers and all uppercase and lowercase letters neatly
- Uses finger spacing appropriately
- Uses capitalization appropriately
- Uses ending punctuation (. ! ?)

Please note: Letter reversals are developmentally appropriate and common in first grade. However, by the end of first grade 93-95% of written text should be free of reversals.



Handwriting

A first grade student:

- Forms letters and numbers neatly

Resources:

Zaner-Bloser Handwriting, Zaner-Bloser, ©2008

www.zaner-bloser.com

Writing

A first grade student:

- Expresses ideas clearly in writing
- Writes complete sentences
- Maintains focus and adds details
- Capitalizes dates and names of people and the beginning of sentences
- With guidance and support from adults, focuses on a topic, responds to questions and suggestions from peers, and adds details to strengthen writing as needed
- Writes opinion text in which they introduce topic, state an opinion, supply a reason for the opinion, and provide some sense of closure
- Writes narratives in which they recount two or more appropriately sequenced events, includes some details regarding what happened, uses temporal words to signal event order, and provides some sense of closure
- Writes informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- With guidance and support from adults, uses a variety of digital tools to produce and publish writing
- Participates in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and uses them to write a sequence of instructions)
- Uses common, proper, and possessive nouns
- Uses singular and plural nouns with matching verbs in basic sentences
- Uses verbs to convey past, present, and future
- Uses frequently occurring adjectives
- Uses frequently occurring conjunctions and prepositions
- Produces and expands complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts



Resources:

Units of Study in Opinion, Information, and Narrative Writing,
Heinemann, ©2016,
<https://www.heinemann.com/collection/uos-k5w>



MATHEMATICS

Operations and Algebraic Thinking

A first grade student:

- Knows with fluency addition facts to 10
- Knows with fluency subtraction facts from 10
- Uses addition and subtraction within 20 to solve word problems
- Solves addition and subtraction problems using three whole numbers
- Understands and applies properties of operations as strategies to add and subtract
- Understands the meaning of the equal sign and determines correct equations
- Determines the unknown number in addition and subtraction equations

Number and Operations in Base Ten

A first grade student:

- Counts to 120, starting at any number less than 120, reads and writes numbers to 120
- Identifies the place and value of digits in a two-digit number
- Compares two-digit numbers using symbols
- Adds within 100 including adding one-digit and two-digit numbers, using concrete models, model drawing, and strategies based on place value
- Finds 10 more or less than a number
- Subtracts multiples of ten

Measurement and Data

A first grade student:

- Orders and compares objects by length
- Measures lengths of objects using non-standard units of measurement
- Tells and writes time to the half-hour using analog and digital clocks
- Organizes, represents, and interprets data with up to three categories

Geometry

A first grade student:

- Identifies attributes of shapes and classifies (sorts) and draws shapes using the attributes



- Composes two-dimensional shapes, flat shapes, three-dimensional solid shapes, and creates new shapes
- Divides circles and rectangles into two and four equal parts and uses the phrases half, fourth, and quarter

Resources:

Math in Focus Singapore Math, Houghton Mifflin Harcourt, ©2015

<https://www.hmhco.com/programs/math-in-focus>



SCIENCE

The first grade student explores the concepts of science through the following units:

Life Science – Plants and Animals

The **Plants and Animals Module** provides experiences that heighten students' awareness of the way that plants and animals meet their basic needs. Students observe firsthand the structures of plants and discover ways to propagate new plants from mature plants (from seeds, bulbs, roots, and stem cuttings). They observe and describe changes that occur as plants grow, and compare classroom plants to those in the schoolyard. They design terrariums (habitat systems) and provide for the needs of both plants and animals living together in the classroom.

Earth Science - Air and Weather

In the **Air and Weather Module**, students turn their focus to the sky to make observations that will heighten their awareness, curiosity, and understanding of Earth's dynamic atmosphere and the observable patterns of objects in the sky. Students explore the natural world by using simple instruments and calendars to observe and monitor change.

Students build on the science concepts of weather and how the Sun warms Earth's surface, introduced in kindergarten. They use new tools and methods to enrich observations. Students find out about properties of air by exploring how objects interact with air. Students observe daily changes in air temperature and connect them to the daily movement of the Sun in the sky. They monitor changes in hours of daylight over the seasons and connect them to changing weather conditions. And they find the Moon in the day and night skies and monitor its movement over the month.

Physical Science – Sound and Light

The **Sound and Light Module** provides experiences that help students develop an understanding of how to observe and manipulate sound and light. They explore these dimensions of the natural world using simple tools and musical instruments.

Students learn that sound comes from vibrating objects. They explore how to change sound volume and pitch, and develop simple models for how sound travels from a source to a receiver. With light, students also work with sources and receivers. They find out what happens when materials with different properties are placed in a beam of light, and explore how to create and change shadows and



reflections. Students explore how to use sound and light devices to communicate information and compare the ways that animals use their senses (ears and eyes) to gather information about their environment.

Resources:

Full Option Science System (FOSS) Next Generation

<http://www.fossweb.com>



SOCIAL SCIENCE

A first grade social science curriculum focuses on the concept of families in neighborhoods:

- Exploring world neighborhoods
- Beginning to develop global perspectives
- Changing families and neighborhoods
- Family needs and wants
- Schools as communities
- Working in groups
- Maps and physical features
- Schools long ago

Holiday celebrations and family traditions are explored. Students are beginning to understand the world in spatial terms and are challenged to connect geography to events.

Resources:

Social Studies Alive! My School and Family, Teacher's Curriculum Institute, ©2016
<https://www.teachtc.com>

PHYSICAL EDUCATION

A first grade student:

- Explores spatial awareness through finding open and closed space, tagging, and dodging activities
- Recognizes and demonstrates left and right orientation
- Demonstrates basic locomotor skills (skip, gallop, jump) through continued practice, organized games, and dance
- Explores basic ball handling skills (throw, roll, shoot, catch, kick, dribble – hands and feet) through continued practice, organized games, and activities
- Explores body relationships (side by side, face to face, right-left) through rhythm and dance activities
- Explores basic skills to manipulate and control objects through the use of bats, balls, bean bags, hoops, ropes, parachutes, paddles, and scooters
- Has opportunities to learn the fundamental skills of sharing, taking turns, and working independently of others
- Demonstrates educational gymnastic skills through the practice of tumbling, balance, basic stunts, and movement sequencing



- Participates in an environment that promotes physical fitness, maximum effort, enjoyment, and sportsmanship
- Follows basic rules and strategies to enhance participation and safety



MUSIC

Performance Skills in the Classroom and in Concert Setting

A first grade student:

- Sings with good vocal production and pitch (unison and rounds)
- Plays pitched and unpitched percussion instruments with good technique
- Demonstrates stage presence (singing, dancing, playing instruments)
- Performs World and American Folk Music

Music Reading/Writing Skills

A first grade student:

- Reads melodic and rhythmic notation
- Creates music together
- Improvises melodic and rhythmic patterns
- Uses musical vocabulary

Music Listening/Analyzing Skills

A first grade student:

- Analyzes musical forms (Cumulative, Call/Response, Chorus/Verse)
- Listens and responds to music with movement
- Listens and responds to music using music vocabulary to organize and express ideas
- Listens to and identifies classroom instruments
- Identifies cultural and historical contexts of music
- Compares music and other art forms (dance, visual art, etc.)

A first grade student demonstrates respect:

- Towards teacher
- Towards fellow students
- Towards instruments and equipment

Resources:

[Share the Music](#), McGraw-Hill, ©1998

ART

A first grade student:

- Recognizes line, shape, and color in a composition



- Uses repetition of line and shape to form patterns in works of art
- Uses art tools in a safe and responsible manner
- Develops skills to creatively solve problems encountered in drawing, painting, and constructing works of art
- Demonstrates the “be” values of Westbrook School: Be Kind, Be Safe, and Be Ready



SOCIAL EMOTIONAL LEARNING

A first grade student:

- Identifies goals for academic success and classroom behavior.
- Recognizes and accurately labels emotions and how they are linked to behavior.
- Understands the likes and dislikes, needs and wants, and strengths and challenges of ourselves and others.

Resources:

Second Step

<https://www.secondstep.org/>

LIBRARY RESOURCE CENTER

A first grade student:

- Analyzes, evaluates, creates, and communicates using a variety of objective forms responsibly, including, but not limited to, print, visual, audio, interactive, and digital formats
- With guidance and support, uses varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and distinguish fact from opinion.
- Uses browser search tools and advanced search features to find information (e.g., search terms, compound operators, quotation marks around search query).
- Models the way programs store and manipulate data by using numbers or other symbols to represent information.
- Leverages technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences
- Recognizes the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- Uses a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- Develops and employs strategies for understanding and solving problems in



ways that leverage the power of technological methods to develop and test solutions.

- Communicates clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

All District 57 schools provide annual developmentally-appropriate programming led by mental health professionals related to sexual abuse prevention (Erin's Law) and sexual harassment, which is mandated for public school children in Illinois.