

# Des Plaines CCSD 62

## 1st Grade Curriculum Highlights



### ENGLISH LANGUAGE ARTS

#### ***Foundational Skills***

##### **Print Concepts**

- Demonstrate understanding of the organization and basic features of print.
  - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

##### **Phonological Awareness**

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Distinguish long from short vowel sounds in spoken single-syllable words.
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

##### **Phonics and Word Recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - Know the spelling-sound correspondences for common consonant digraphs.
  - Decode regularly spelled one-syllable words.
  - Know final -e and common vowel team conventions for representing long vowel sounds.
  - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - Decode two-syllable words following basic patterns by breaking the words into syllables.
  - Read words with inflectional endings.
  - Recognize and read grade-appropriate irregularly spelled words.

##### **Fluency**

- Read with sufficient accuracy and fluency to support comprehension.
  - Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### ***Reading for Literature***

##### **Key Ideas and Details**

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.

##### **Craft and Structure**

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.

### **Integration of Knowledge and Ideas**

- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

### **Range of Reading and Level of Text Complexity**

- With prompting and support, read prose and poetry of appropriate complexity for grade 1.

## ***Reading for Informational Text***

### **Key Ideas and Details**

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Craft and Structure**

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### **Integration of Knowledge and Ideas**

- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

- With support, read informational texts of appropriate complexity for grade 1.

## ***Writing***

### **Text Types and Purposes**

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative-explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Production and Distribution of Writing**

- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

- Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## ***Language***

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Print all upper- and lowercase letters.
  - Use common, proper, and possessive nouns.
  - Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

- Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - Capitalize data and names of people.
  - Use end punctuation for sentences.
  - Use commas in dates and to separate single words in a series.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Use frequently occurring affixes as a clue to the meaning of a word.
  - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - Define words by category and by one or more key attributes (e.g., *a duck* is a bird that swims; *a tiger* is a large cat with stripes).
  - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
  - Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

### **Speaking and Listening**

#### **Comprehension and Collaboration**

- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Build on one another's talk in conversations by responding to the comments of others through multiple exchanges.
  - Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

- Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.

**MATHEMATICS**

***Operations and Algebraic Thinking***

- Represent and solve problems involving addition and subtraction.
  - Use addition and subtraction within 20 to solve word problems.
  - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
- Understand and apply properties of operations and the relationship between addition and subtraction.
  - Apply properties of operations as strategies to add and subtract.
  - Understand subtraction as an unknown-addend problem.
- Add and subtract within 20.
  - Relate counting to addition and subtraction.
  - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10.
- Work with addition and subtraction equations.
  - Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
  - Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

***Numbers and Operations in Base Ten***

- Extend the counting sequence.
  - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- Understand place value.
  - Understand that the two digits of a two-digit number represent amounts of tens and ones.
  - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .
- Use place value understanding and properties of operations to add and subtract.
  - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.
  - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
  - Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.

***Measurement and Data***

- Measure lengths indirectly and by iterating length units.
  - Order three objects by length; compare the lengths of two objects indirectly by using a third object.

- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end.
- Tell and write time.
  - Tell and write time in hours and half-hours using analog and digital clocks.
- Represent and interpret data.
  - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

### **Geometry**

- Reason with shapes and their attributes.
  - Distinguish between defining attributes.
  - Compose two-dimensional shapes.
  - Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

## **SCIENCE**

### ***Scientific and Engineering Practices***

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematical and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

### ***Scientific Concepts***

- Understand living things and tell how they are the same and different.
- Explain some kinds of matter, energy and force.
- Explain how the world has changed over time.
- Explain how things in the world work together.
- Explain how science affects me.

## **SOCIAL STUDIES**

### ***Political Systems***

- Describe rules that help students treat each other fairly.
- Demonstrate ways students help each other (e.g., taking turns and sharing).
- Explain the consequences of breaking rules.
- Give an example of a fair resolution to a conflict among people.
- Identify persons who are authority figures in their home, school, and community.
- Describe a person who provides positive leadership for others.
- Name a person who has served as President of the United States.
- Identify a type of official who has an office or role within a government (e.g., mayor, Congressman, President).
- Name a duty, job, or responsibility of a government (e.g., protection of the people, make laws).

- Discuss decision-making in their lives.
- Describe a situation where people vote to resolve their differences and decide what to do.
- Identify a patriotic symbol of the United States (e.g., flag, bald eagle).
- Recite the Pledge of Allegiance.

### ***Economics***

- Identify goods and services from a set of pictures of goods and services.
- Describe a choice they have made and explain why they had to make a choice.
- Suggest a way in which a scarce item could be distributed (e.g., one jump rope, 3 children).
- Describe jobs they do at home.
- Identify workers they see at school and in the community.
- Identify a choice students have made when buying a good or service.
- List goods they want and label them as “wants.”
- Make a choice between two items and tell what was given up.
- Identify people who produce goods and services in the community.
- List the resources needed to make a simple item.
- Identify exchanges that students have made without the use of money.
- Identify exchanges that students have made with the use of money.

### ***History***

- Give an example of an event that occurred in the past and an example of a current event.
- Place a series of events that occurred during their lifetime in chronological order.
- Tell why they need to know about their past, and others’ pasts.
- Use a story or an image about the distant past to tell about what life was like during that period.
- Name commemorative holidays and festivals.
- Explain why important people and events are remembered on holidays.
- Tell how a past event has influenced their life.
- Compare/contrast images of people trading in the past and present.
- Identify economic choices (e.g., crops to plant, items to trade) made by people in the past and present.

### ***Geography***

- Describe how physical and human features look between home and school (e.g., hilly, flat, a river, trees).
- Describe daily changes in the weather and in the seasons in your community.
- Identify land and water areas on a map of the local community and on a globe.
- Identify the globe as a model of Earth.
- Locate objects in the classroom using a simple map.
- Compare physical features of different places around the community using photographs.
- Describe physical features seen on a field trip or a vacation.
- Show seasonal change (e.g., marking the changing length of a student's shadow at various times throughout the year, etc.).
- Identify pictures showing how people use air, water, and land in different ways.
- Describe how people dress for various activities (e.g., making a snowman, going to the beach, going on a picnic).
- Identify food resources coming from farms and water resources from rivers.
- Tell how shopping areas, housing, play areas, and businesses in the local neighborhood have changed over time.

## ***Culture and Society***

- List cultural groups in your community (e.g., churches, clubs, YMCA).
- Give examples of language, traditions, and artifacts that represent the community.
- List activities that groups do together on a regular basis.
- Tell about the roles of family members.
- Tell about the roles performed by people in the community.
- Identify the basic needs of individuals and groups for survival.

## **MUSIC**

### ***Music Literacy***

#### **Rhythm**

- Read and notate rhythms (quarter notes, eighth notes, quarter rests).
- Distinguish between rhythm and beat.

#### **Notation**

- Identify high/low.

#### **Expressive Qualities**

- Identify tempo (fast/slow).
- Identify dynamics (loud/soft).
- Distinguish between same and different phrases or section in a simple song/rhyme.
- Identify excerpts from Peter and the Wolf.

### ***Performance***

#### **Melody**

- Create a melody using sol, mi, and la.
- Match pitch using sol, mi, and la.

#### **Rhythm**

- Create a rhythm using quarter notes, eighth notes, and quarter rests.
- Improvise a four-beat rhythm.

#### **Expressive Qualities**

- Perform dynamics (loud/soft).

#### **Live Performance**

- Show proper concert etiquette on stage and in the audience.
- Experience different versions of Peter and the Wolf.

## **DRAMA**

### ***Uses Face, Body and Voice to Portray Character***

- Spatial awareness.
- Body Control (freeze, move, follow directions, imitate classmates).
- Use 5 senses to create drama.
- Story Structure (beginning, middle, end, problem).
- Make shapes and letters using body.
- Identify Four Fine Arts (Music, Art, Drama, Dance).

### ***Performance***

- Act-out stories.
- Demonstrate appropriate audience behavior.
- Retell and summarize.

## **ART**

### ***Technique and Processes***

- Match and demonstrate basic art elements to works of art.
- Create works of art that include the following:
  - Line: straight, curved, diagonal, zigzag, wavy.
  - Texture: rough, smooth.
  - Color: primary, secondary.
  - Shape: circle, square, triangle, rectangle.
- Use a variety of tools in order to create works of art: construction paper, scissors, glue, crayons.
- Practice proper care of tools and materials.
- Techniques: wax resist, stamp printing, drawing from observation.
- Construct a work of art based on cave painting.
- Demonstrate eye/hand coordination when using tools and materials to create works of art.

### ***Reflection and Critique***

- Recognize various direction of line: up/down, across, diagonal.
- Identify moods in works of art: happy/sad.
- Explore how art expresses themes, such as culture and celebrations.
- Identify works of art by Impressionist artist, Claude Monet.

## **PHYSICAL EDUCATION**

### ***Motor Skills and Movement Patterns***

- Demonstrates locomotor and non-locomotor skills.
- Demonstrates spatial awareness.

### ***Cognitive Concepts, Principles and Strategies***

- Works independently and collaboratively.
- Listens, follows, and applies rules.
- Understanding how exercise affects the circulatory system.

### ***Health-Enhancing Level of Physical Fitness***

- Understanding how to regulate pulse.
- Understanding the need to increase heart rate during exercise.
- Setting and using personal health related goals.

## **HEALTH**

### ***Health Concepts and Health Enhancing Behaviors***

- Identify relationships.
- Understands safety.

### ***Body Systems***

- Identify types of body systems.

# ENGLISH LANGUAGE DEVELOPMENT (ELD)

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## CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Follow modeled, one-step oral directions (e.g., "Find a pencil.")</li> <li>Identify pictures of everyday objects as stated orally (e.g., in book)</li> <li>Point to real-life objects reflective of content-related vocabulary or oral statements</li> <li>Mimic gestures or movement associated with statements (e.g., "This is my left hand.")</li> </ul>	<ul style="list-style-type: none"> <li>Match oral reading of stories to illustrations</li> <li>Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.")</li> <li>Sequence a series of oral statements using real objects or pictures</li> <li>Locate objects described orally</li> </ul>	<ul style="list-style-type: none"> <li>Follow modeled multi-step oral directions</li> <li>Sequence pictures of stories read aloud (e.g., beginning, middle, and end)</li> <li>Match people with jobs or objects with functions based on oral descriptions</li> <li>Clarify objects according to descriptive oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information</li> <li>Find details in illustrated, narrative, or expository text read aloud</li> <li>Identify illustrated activities from oral descriptions</li> <li>Locate objects, figures, places based on visual and detailed oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Use context clues to gain meaning from grade-level text read orally</li> <li>Apply ideas from oral discussions to new situations</li> <li>Interpret information from oral reading of narrative or expository text</li> <li>Identify ideas/concepts expressed with grade-level content-specific language</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Repeat simple words, phrases, and memorized chunks of language</li> <li>Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase</li> <li>Identify and name everyday objects</li> <li>Participate in whole group chants and songs</li> </ul>	<ul style="list-style-type: none"> <li>Use first language to fill in gaps in oral English (code switch)</li> <li>Repeat facts or statements</li> <li>Describe what people do from action pictures (e.g., jobs of community workers)</li> <li>Compare real-life objects (e.g., "smaller," "bigger")</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions of a social nature</li> <li>Express feelings (e.g., "I'm happy because...")</li> <li>Retell simple stories from picture cues</li> <li>Sort and explain grouping of objects (e.g., sink vs. float)</li> <li>Make predictions or hypotheses</li> <li>Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions for social and academic purposes</li> <li>Participate in class discussions on familiar social and academic topics</li> <li>Retell stories with details</li> <li>Sequence stories with transitions</li> </ul>	<ul style="list-style-type: none"> <li>Use academic vocabulary in class discussions</li> <li>Express and support ideas with examples</li> <li>Give oral presentations on content-based topics approaching grade level</li> <li>Initiate conversation with peers and teachers</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of student language processing and use across the levels of language proficiency.

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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> <li>Identify symbols, icons, and environmental print</li> <li>Connect print to visuals</li> <li>Match real-life familiar objects to labels</li> <li>Follow directions using diagrams or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Search for pictures associated with word patterns</li> <li>Identify and interpret pre-labeled diagrams</li> <li>Match voice to print by pointing to icons, letters, or illustrated words</li> <li>Sort words into word families</li> </ul>	<ul style="list-style-type: none"> <li>Make text-to-self connections with prompting</li> <li>Select titles to match a scene or picture</li> <li>Sort illustrated content words into categories</li> <li>Match phrases and sentences to pictures</li> </ul>	<ul style="list-style-type: none"> <li>Put words in order to form sentences</li> <li>Identify basic elements of fictional stories (e.g., title, setting, characters)</li> <li>Follow sentence-level directions</li> <li>Distinguish between general and specific language (e.g., flower v. rose) in context</li> </ul>	<ul style="list-style-type: none"> <li>Begin using features of non-fiction text to aid comprehension</li> <li>Use learning strategies (e.g., context clues)</li> <li>Identify main ideas</li> <li>Match figurative language to illustrations (e.g., "as big as a house")</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Copy written language</li> <li>Use first language (L1, when L1 is a medium of instruction) to help form words in English</li> <li>Communicate through drawings</li> <li>Label familiar objects or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Provide information using graphic organizers</li> <li>Generate lists of words/phrases from banks or walls</li> <li>Complete modeled sentence starters (e.g., "I like ____")</li> <li>Describe people, places, or objects from illustrated samples and models</li> </ul>	<ul style="list-style-type: none"> <li>Engage in pre-writing strategies (e.g., use of graphic organizers)</li> <li>Form simple sentences using word/phrase banks</li> <li>Participate in interactive journal writing</li> <li>Give content-based information using visuals or graphics</li> </ul>	<ul style="list-style-type: none"> <li>Produce original sentences</li> <li>Create messages for social purposes (e.g., get well cards)</li> <li>Compose journal entries about personal experiences</li> <li>Use classroom resources (e.g., picture dictionaries) to compose sentences</li> </ul>	<ul style="list-style-type: none"> <li>Create a related series of sentences in response to prompts</li> <li>Produce content-related sentences</li> <li>Compose stories</li> <li>Explain processes or procedures using connected sentences</li> </ul>	

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### NOT FORMALLY GRADED

#### LMC

#### **Access Information Efficiently and Effectively**

- Locate parts of a book.
- Understand basic organizational pattern of a library.

#### **Evaluate Information Critically and Competently**

- Learn the difference between fact and fiction.
- Select books appropriate to interest.
- Answer questions with appropriate resources.

#### **Use Information Accurately**

- Communicate results of an information search in appropriate format.
- Recognize ownership of written and illustrated material.
- Observe Internet guidelines as defined in district policy.

#### **Appreciate Literature**

- Start using text along with spoken word and illustrations to understand literature.
- Select an appropriate book for personal enjoyment.
- Identify several types and elements of literature.

#### **Understand and Practice Internet Safety**

- Understand personal and public information.
- Recognize the need for adult supervision.
- Use electronic devices safely and appropriately.

#### **Tech Skills**

- Open word processing programs.
- Format sentences properly.

- Highlight and change font.
- Completely quit programs.
- Select options from drop down menus.