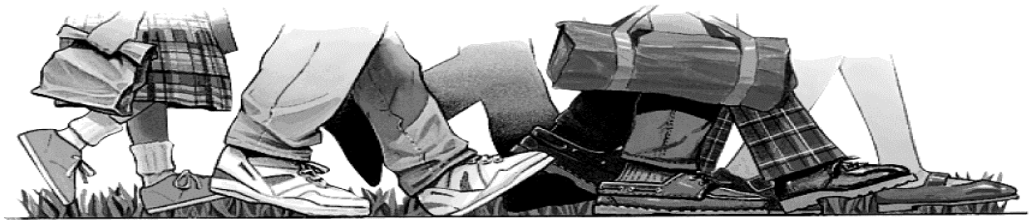
Plainfield Community Consolidated School District 202

www.psd202.org

Learning Goals

Grade

1



We prepare learners for the future

Our Mission

The mission of Plainfield Community Consolidated School District No. 202 — the primary source of comprehensive, high quality education in a trusting, supportive environment — is to develop, at all levels, responsible, successful citizens by providing an education, in cooperation with home and community, which: fosters each individual's value, uniqueness, and importance and promotes lifelong learning in an ever-changing society.

Our Goals

District 202 recognizes the need for a vision that embraces and embodies the desires and aspirations of our learning community. We will encourage and support our students, parents, community, staff, and Board of Education as they dedicate their time, talent, and resources in support and pursuit of these goals.

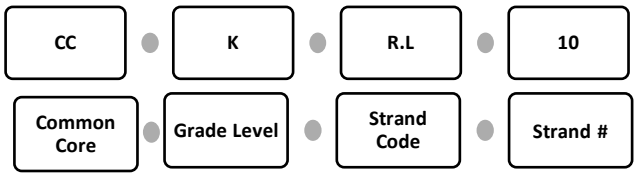
1. Our Learning Community will be a place where each person can achieve his or her maximum individual potential.
2. Optimal learning cultures, climates, and facilities will be developed and maintained.
3. Communication strategies will create a climate of inclusion, trust, and shared responsibility.
4. Resources will be developed and optimized to fulfill the vision, mission, and goals of the District.

This brochure created by K-5 curriculum committees in all learning areas is intended to provide parents and community members with a listing of important learning goals. The lists does contain all of the content or skills that students will experience during the school year for English Language Arts and Math. The lists does not contain all of the content or skills that students will experience during the school year for Science, Social Studies and Physical Education/Health. A more complete listing is used by teachers to prepare lessons and activities on a daily basis; however, this list should help parents and teachers as they discuss academic progress.

Key

Outcomes are the unit of study

Components are the skills to support the unit



Strand Codes

RL = Reading Standards for Literature
RI = Reading Standards for Informational Text
RF = Reading Standards: Foundational Skills
W = Writing
SL = Speaking and Listening
L = Language

English Language Arts

OUTCOME A: Students will apply grade-level phonics and word analysis skills in decoding and spelling words. CC.1.L.2.e

Components

ELA.001.A.1 Read first quarter grade-appropriate sight words, including words with irregular spellings. CC.1.R.F.3.g, CC.1.L.2.d

ELA.001.A.2 Write first quarter grade-appropriate sight words, including words with irregular spellings. CC.1.R.F.3.g, CC.1.L.2.d

ELA.001.A.3 Read regularly spelled one-syllable words (CVC) CC.1.R.F.3.b, CC.1.L.2.d

ELA.001.A.4 Write regularly spelled one-syllable words (CVC) CC.1.R.F.3.b, CC.1.L.2.d

ELA.001.A.5 Discriminate between long and short vowel sounds in spoken single-syllable words. CC.1.R.F.2.a

ELA.001.A.6 Read words with common consonant digraphs (sh, ch, wh, th, -th, -sh, -ck, -ch). CC.1.R.F.3.a

ELA.001.A.7 Write words with common consonant digraphs (sh, ch, wh, th, -th, -sh, -ck, -ch). CC.1.R.F.3.a

ELA.001.A.8 Read words with common consonant blends (l-blends, r-blends, s-blends). CC.1.R.F.2.b

ELA.001.A.9 Write words with common consonant blends (l-blends, r-blends, s-blends). CC.1.R.F.2.b

ELA.001.A.10 Read words containing final –e (a_e, i_e, o_e, u_e). CC.1.R.F.3.c

ELA.001.A.11Write words containing final –e (a_e, i_e, o_e, u_e). CC.1.R.F.3.c

ELA.001.A.12 Read words with inflectional endings (-ed, -ing). CC.R.F.3.f

ELA.001.A.13 Write words with inflectional endings (-ed, -ing). CC.R.F.3.f

ELA.001.A.14 Read words containing common vowel team conventions (ai, ay, oa, ow, ea, ee). CC.1.R.F.3.c

ELA.001.A.15 Read second quarter grade-appropriate sight words, including words with irregular spellings. CC.1.R.F.3.g, CC.1.L.2.d

ELA.001.A.16 Write second quarter grade-appropriate sight words, including words with irregular spellings. CC.1.R.F.3.g, CC.1.L.2.d

ELA.001.A.17 Read third quarter grade-appropriate sight words, including words with irregular spellings. CC.1.R.F.3.g, CC.1.L.2.d

ELA.001.A.18 Write third quarter grade-appropriate sight words, including words with irregular spellings. CC.1.R.F.3.g, CC.1.L.2.d

ELA.001.A.19 Read fourth quarter grade-appropriate sight words, including words with irregular spellings. CC.1.R.F.3.g, CC.1.L.2.d

ELA.001.A.20 Write fourth quarter grade-appropriate sight words, including words with irregular spellings. CC.1.R.F.3.g, CC.1.L.2.d

OUTCOME B: Students will read on-level text with purpose, accuracy, and fluency to support understanding and comprehension of text.

Components

ELA.001.B.1 Read level 8 text independently with 95% accuracy. CC.1.R.F.4.b & CC.1.R.F.4.a

ELA.001.B.2 Read level 8 text with appropriate fluency. CC.1.R.F.4.b & CC.1.R.F.4.a

ELA.001.B.3 Recognize miscues that interfere with meaning and use self-correcting strategies (including using illustration or context, word analysis, and rereading) to read with understanding. CC.1.R.F.4.c

ELA.001.B.4 Classify a text as fiction, nonfiction or poetry, based on major characteristics of each genre. CC.1.R.L.5

ELA.001.B.5 Read level 12 text independently with 95% accuracy. CC.1.R.F.4.b & CC.1.R.F.4.a

ELA.001.B.6 Read level 12 text with appropriate fluency. CC.1.R.F.4.b & CC.1.R.F.4.a

ELA.001.B.7 Read level 16 text independently with 95% accuracy. CC.1.R.F.4.b & CC.1.R.F.4.a

ELA.001.B.8 Read level 16 text with appropriate fluency. CC.1.R.F.4.b & CC.1.R.F.4.a

OUTCOME C: Students will demonstrate comprehension of a grade level fictional text/literature. (First grade genres to be taught: fairytales, poetry, biographies.) CC.1.R.L.10

Components

ELA.001.C.1 Identify who is telling the story at various points in a text. CC.R.L.6

ELA.001.C.2 Ask questions after reading or listening to a fiction text, presentation or other media. (Key details, clarification, understanding). CC.1.R.L.1, CC.1.S.L.1.c, CC.1.S.L.3

ELA.001.C.3 Answer questions about key details (characters, settings, major events) after reading or listening to a 1st quarter fiction text or other media. CC.1.R.L.1, CC.1.R.L.3, CC.1.S.L.2

ELA.001.C.4 Retell a story including key details (characters, settings, sequence of events). CC.1.R.L.2, CC.1.R.L.7

ELA.001.C.5 Use information provided by illustrations and words in the text to describe the characters, settings, and sequence of events. CC.1.R.L.7

ELA.001.C.6 Compare and contrast the adventures of characters in stories after reading or listening to a text. CC.1.R.L.9

ELA.001.C.7 Explain the author's message after reading or listening to a fictional text. CC.1.R.L.2

ELA.001.C.8 Answer questions about key details (characters, settings, major events) after reading or listening to a 3rd quarter fiction text or other media. CC.1.R.L.1, CC.1.R.L.3, CC.1.S.L.2

OUTCOME D: Students will demonstrate comprehension of a grade level nonfiction/informational text. CC.1.R.I.10

Components

ELA.001.D.1 Compare and contrast two texts on the same topic after reading or listening to a text (e.g. in illustrations, descriptions or procedures). CC.1.R.I.9

ELA.001.D.2 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. CC.1.R.I.6

ELA.001.D.3 Ask questions after reading or listening to a nonfiction text, presentation, or other media. CC.1.R.I.1, CC.1.S.L.2

ELA.001.D.4 Answer questions about key details after reading or listening to a nonfiction text or other media. CC.1.R.I.1, CC.1.S.L.2

ELA.001.D.5 Identify the main topic and key details in a nonfiction text. CC.1.R.I.2

ELA.001.D.6 Identify the reasons an author gives to support a claim in a text. CC.I.R.I.8

ELA.001.D.7 Describe how two individuals, 2 events, 2 ideas or 2 pieces of information in a text are connected (e.g. Anne Sullivan is Helen Keller's teacher). CC.1.R.I.3

ELA.001.D.8 Locate information using various text features (e.g. illustrations, headings, table of contents, glossaries, electronic menus, icons, etc.). CC.1.R.I.5

ELA.001.D.9 Answer questions about key details after reading or listening to a 4th quarter nonfiction text or other media. CC.1.R.L.1, CC.1.R.L.3, CC.1.S.L.2

OUTCOME E: Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific words choices shapes meaning or tone.

Components

ELA.001.E.1 Describe words or objects by more than one key attribute (e.g. a duck is a bird that swims; a tiger is a large cat with stripes). CC.1.L.5.b

ELA.001.E.2 Identify words or phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.R.L.4

ELA.001.E.3 Use multiple strategies (ask or answer questions, pictures/illustrations, photos, context, word parts (e.g. affixes, root words, endings), previous experience, or age-appropriate dictionaries) to clarify meanings of unfamiliar words. CC.1.L.4.a, CC.1.L.4.b, CC.1.L.4.c, CC.1.R.I.4

ELA.001.E.4 Demonstrate understanding of meanings of similar words with varying degrees of intensity (including verbs and adjectives) through words, pictures or gestures (e.g. cool, cold, freezing, frigid; e.g. whisper, talk, shout). CC.1.L.5, CC.1.L.5.d

OUTCOME F: Students will use conventions of standard English when reading, writing and speaking.

Components

ELA.001.F.1 Demonstrate use of frequently occurring determiners (e.g. a, an, the, this, that, those), prepositions (e.g. at, in, on, over, under, between, etc.) and conjunctions (e.g. and, but, or, so, because) in speech and writing. CC.1.L.1.g, CC.1.L.1.h, CC.1.L.1.i, CC.1.L.6

ELA.001.F.2 Demonstrate use of frequently occurring adjectives (e.g. size, colors, quantity, 5 senses) in speech and writing. CC.1.L.1.f

ELA.001.F.3 Demonstrate proper use of singular and plural nouns with matching verbs in basic sentences (subject-verb agreement) in speech and writing. (e.g. He hops; We hop) CC.1.L.1.d

ELA.001.F.4 Demonstrate proper use of personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything) and common, proper and possessive nouns in speech and writing. CC.1.L.1.d, CC.1.L.1.b

ELA.001.F.5 Demonstrate proper use of past-, present-, and future-tense verbs. (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home) in speech and writing. CC.1.L.1.e

ELA.001.F.6 Use appropriate capitalization and punctuation when writing (Capitalize the first word in a sentence, names, dates, and the word "I")

ELA.001.F.7 Use appropriate punctuation when writing (Use periods, question marks and exclamation points appropriately)

ELA.001.F.8 Use commas appropriately in writing (dates, items in a series, greetings and closures in letters)

OUTCOME G: Students will write to communicate a message.

Components

ELA.001.G.1 Construct simple and compound declarative (telling), interrogative (question), imperative (command) and exclamatory sentences in speech and writing. CC.1.L.1.j

ELA.001.G.2 After shared research and brainstorming with teacher, organize ideas to write 3 sentences on a given topic. CC.1.W.3

ELA.001.G.3 After an experience (e.g. presentation, read aloud, field trip, video, or special event) students will recall information to formulate a response statement to a question. CC.1.W.8

ELA.001.G.4 Write an informative text with a topic sentence, three or more sentences that are supported with facts and details, and a closing sentence. CC.1.W.2

ELA.001.G.5 Write a narrative including a beginning, at least 2 appropriate sequenced events with details, transition words, and an ending. CC.1.W.7

ELA.001.G.6 Write an opinion text with a topic sentence, three or more sentences that are supported with facts and details, and a closing sentence. CC.1.W.1

ELA.001.G.7 Revise a text by adding details to strengthen, writing after sharing with peers and/or conferring with an adult. CC.1.W.5

OUTCOME H: Students will use appropriate language and behaviors to communicate with others in both formal and informal situations by asking questions, following agreed-upon rules for discussions, and building upon other's ideas.

Components

ELA.001.H.1 During an oral presentation, students will describe people, places, things, or events clearly with relevant details. CC.1.S.L.4

ELA.001.H.2 During an oral presentation, students will clarify ideas, thoughts or feelings through drawings or visual displays. CC.1.S.L.5

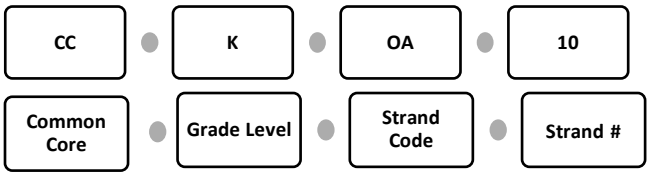
ELA.001.H.3 During an oral presentation, students will speak in complete sentences and follow the conventions of standard English grammar. CC.1.L.1, CC.1.S.L.6

ELA.001.H.4 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) CC.1.S.L.1.a, CC.1.S.L.1

ELA.001.H.5 Build on other's talk in conversations by responding to the comments of others through multiple exchanges. CC.1.S.L.1.b

ELA.001.H.6 Ask questions to gather more information and clear up any confusion about the topics and texts under discussion. CC.1.S.L.2

Key



Strand Codes

CC = Counting and Cardinality
OA = Operations and Algebraic Thinking
NBT = Number and Operations in Base Ten
MD = Measurement and Data
NF = Number and Operations Fractions
RP = Ratios and Proportional Relationships
NS = Number System
G = Geometry

Math

OUTCOME A: Students will represent and apply properties of operations to solve addition and subtraction equations within 20.

Components

MA.001.A.1 Solve and create word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. CC.1.OA.1, CC.1.OA.5

MA.001.A.2 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + _ = 11, 6 + 6 = __, 5 = _ - 3. CC.1.OA.8

MA.001.A.3 Represent the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 15 - 2 = 12 - 5, 5 + 2 = 2 + 5. CC.1.OA.7

MA.001.A.4 Identify an unknown-addend to demonstrate understanding in an addition and subtraction problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. CC.1.OA.4

MA.001.A.5 Solve word problems that call for addition or subtraction of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. CC.1.OA.2

MA.001.A.6 Apply properties of operations as strategies to add demonstrating fluency by means of automaticity. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.) CC.1.OA.3, CC.1.OA.6

OUTCOME B: Students will add and subtract within 20, demonstrating automaticity within 10 and fluency within 20.

Components

MA.001.B.1 Add using automaticity within 10.

MA.001.B.2 Subtract using automaticity within 10.

MA.001.B.3 Add using fluency within 20 using strategies such as counting on, making ten and creating equivalent but easier or known sums.

MA.001.B.4 Subtract using fluency within 20 using strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.

OUTCOME C: Students will demonstrate number sense and properties of operations in base ten by extending the counting sequence up to 120 and using place value to add and subtract to 100. (NBT)

Components

MA.001.C.1 Count to 120, starting at any number less than 120. In this range, read, write, and recognize numerals and represent a number of objects with a written numeral. CC.1.NBT.1

MA.001.C.2 Identify and name place value to represent amounts of tens and ones up to 99. Students will demonstrate examples such as 30 is three tens and zero ones, 46 is four tens and six ones. CC.1.NBT.2

MA.001.C.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. CC.1.NBT.3

MA.001.C.4 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, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Demonstrate that in adding two-digit numbers; add tens and tens, ones and ones; and sometimes it is necessary to compose a ten. CC.1.NBT.4, CC.1.NBT.5

MA.001.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used via pictures, algorithms, words, etc. CC.1.NBT.5

MA.001.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. CC.1.NBT.5, CC.1.NBT.6

OUTCOME D: Students will measure and compare lengths of objects and time to the half-hour and hour.

Components

MA.001.D.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. CC.1.MD.1

MA.001.D.2 Compare 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; demonstrate that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. For example, find the width of a book with paper clips. CC.1.MD.2

MA.001.D.3 Tell and write time in hours and half-hours using analog and digital clocks. CC.1.MD.3

OUTCOME E: Students will represent and interpret data using a variety of graphs with up to three categories.

Components

MA.001.E.1 Organize, label, and represent data with up to three categories in a chart/graph. CC.1.MD.4

MA.001.E.2 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. CC.1.MD.4

OUTCOME F: Students will discriminate shapes and their attributes.

Components

MA.001.F.1 Organize shapes by distinguishing differences/commonalities between defining and non-defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes. CC.1.G.1

MA.001.F.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”) CC.1.G.2

MA.001.F.3 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, demonstrate and explain for ½ and ¼ that decomposing into more equal shares creates smaller shares. CC.1.G.3

Science

OUTCOME A: Students will observe and characterize weather and seasons.

OUTCOME B: Students will compare and contrast rocks and minerals to determine their similarities and differences.

OUTCOME C: Students will observe and describe the characteristics of the objects in the sky.

OUTCOME D: Students will analyze living things to explain and describe their relationship in a pond or backyard ecosystem, how they are different from the non-living things in the pond or backyard, and how those living things are classified.

OUTCOME E: Students will observe and characterize body parts and the life cycles of a variety of insects.

Social Science

OUTCOME A: Students will differentiate, compare, and contrast between a variety of families and homes throughout time, and determine needs and wants within a family in order to evaluate their own role within a family.

OUTCOME B: Students will develop and apply school and classroom rules to their daily behavior, characterize jobs within a school community, and differentiate between schools long ago and today to develop their role within the school community.

OUTCOME C: Students will demonstrate an understanding of a variety of holidays, traditions, and historical figures that are celebrated with days of recognition.

OUTCOME D: Students will create maps of everyday places, apply simple directions (N, S, E, W) to maps, and use a legend to locate objects on a map.

Fine Arts

Art

OUTCOME A: Students will identify and use a variety of lines.

OUTCOME B: Students will identify and use primary and secondary colors.

OUTCOME C: Students will identify and use geometric 2D shapes.

OUTCOME D: Students will identify 3D form.

Music

OUTCOME A: Students will perform a steady beat and various rhythm patterns in common time.

OUTCOME B: Students will sing independently and/or in groups (small or large).

OUTCOME C: Students will define terminology and describe musical elements.

OUTCOME D: Students will distinguish various voices and classroom instruments.

OUTCOME E: Students will play pitched instruments independently and/or in small groups.

Physical Education/Health

OUTCOME HA: Students will demonstrate knowledge of positive health choices with self and community.

OUTCOME HB: Students will related basic body parts to their functions.

OUTCOME PA: Students will demonstrate locomotor, non locomotor rhythmic, and manipulative skills.

OUTCOME PB: Students will demonstrate team building in small and large group activities.