

**Urbana School District #116**  
**FIRST GRADE CORE EXPECTATIONS**

**LANGUAGE ARTS**

Illinois State Goal 1: Read with understanding and fluency.

State Standard	District Core Expectations
1A: Apply word analysis and vocabulary skills to comprehend selections.	<ul style="list-style-type: none"> <li>Put together and break apart the sounds in words</li> <li>Clap or count the syllables in a word</li> <li>Know and use beginning and ending consonants, vowel sounds, blends and word families to read words</li> <li>Talk about the meaning of words and use new words in speaking and writing.</li> </ul>
1B: Apply reading strategies to improve understanding and fluency.	<ul style="list-style-type: none"> <li>Can find and tell the differences between capital and small letters, punctuation marks, first and last words, beginnings and endings of sentences.</li> <li>Read grade-level sight word</li> <li>Read aloud grade-level texts fluently and accurately</li> <li>Reread or retell to help understand what is read</li> </ul>
1C: Comprehend a broad range of reading materials.	<ul style="list-style-type: none"> <li>Use prior knowledge to make sense of and talk about text</li> <li>Use text or picture clues to help predict what will happen in a story or text</li> <li>Can tell why he/she is reading</li> <li>Tell the main idea or events in a text or book</li> <li>Tell why he/she liked or did not like a text</li> <li>Know when he/she is having problems understanding</li> </ul>

Illinois State Goal 2: Read and understand literature representative of various societies, eras and idea.

State Standard	District Core Expectations
2A: Understand how literary elements and techniques are used to convey meaning.	<ul style="list-style-type: none"> <li>Know the difference between fiction and nonfiction</li> <li>Know and can tell about character, setting, plot, problem/solution, and main ideas</li> <li>Compare different versions of the same text</li> </ul>
2B: Read and interpret a variety of literary works	<ul style="list-style-type: none"> <li>Answer questions about a story or text.</li> <li>Can tell why he/she liked or disliked a text</li> </ul>

Illinois State Goal 3: Write to communicate for a variety of purposes.

State Standard	District Core Expectations
3A: Use correct grammar, spelling, punctuation, capitalization and structure.	<ul style="list-style-type: none"> <li>• Tell about nouns and verbs and what they do in sentences. (nouns: name things; verbs: show action)</li> <li>• Correctly spell words that have been studied or are found in the classroom</li> <li>• Spell high frequency grade-level words</li> <li>• Use correct spacing, punctuation (end marks), and capitals in writing.</li> </ul>
3B: Compose well-organized and coherent writing for specific purposes and audiences.	<ul style="list-style-type: none"> <li>• Give ideas for writing and plan how to organize ideas.</li> <li>• Write one paragraph on a topic.</li> <li>• Write a story in different ways (drawings, letters, dictations)</li> </ul>
3C: Communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> <li>• Write for different reasons (stories, explanations, lists, letters)</li> <li>• Write things for others to read</li> </ul>

Illinois State Goal 4: Listen and speak effectively in a variety of situations.

State Standard	District Core Expectations
4A: Listen effectively in formal and informal situations	<ul style="list-style-type: none"> <li>• Listen and respond to directions and classroom discussions</li> <li>• Respond to statements and questions</li> </ul>
4B: Speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> <li>• Tell why audiences and speakers are important to each other</li> <li>• Speak to a group about a single topic</li> <li>• Tell the difference between language used in casual and formal situations</li> </ul>

Illinois State Goal 5: Use the language arts to acquire, assess and communicate information.

State Standard	District Core Expectations
5A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	<ul style="list-style-type: none"> <li>• Alphabetize words by the first letter</li> <li>• Gather, organize, and share information about a topic with help</li> <li>• Ask questions about a topic</li> </ul>
5B: Analyze and evaluate information acquired from various sources.	<ul style="list-style-type: none"> <li>• Retell facts and details</li> </ul>
5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats.	<ul style="list-style-type: none"> <li>• Share information by talking, writing, and using pictures or computers</li> </ul>

## MATHEMATICS

Illinois State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

State Standard	District Core Expectations
6A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	<ul style="list-style-type: none"> <li>Identify parts of a whole (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</li> <li>Use objects to show ones, tens, and hundreds</li> <li>Order and compare numbers to 100</li> </ul>
6B: Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	<ul style="list-style-type: none"> <li>Write numbers 0-100</li> <li>Count by 2s, 5s, 10s</li> <li>Know when to add and subtract:               <ul style="list-style-type: none"> <li>Addition &amp; subtraction facts to 10</li> <li>Solve one step addition and subtraction problems with 1 or 2 digits</li> <li>Writes number sentences</li> </ul> </li> <li>Identify coins: penny, nickel, dime, quarter</li> </ul>
6C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	<ul style="list-style-type: none"> <li>Estimate reasonable amounts</li> </ul>
6D: Solve problems using comparison of quantities, ratios, proportions and percents.	NA

Illinois State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

State Standard	District Core Expectations
7A: Measure and compare quantities using appropriate units, instruments and methods.	<ul style="list-style-type: none"> <li>Use the right tool to measure things</li> <li>Tell time to the hour</li> <li>Tell the relationship between days and weeks</li> </ul>
7B: Estimate measurements and determine acceptable levels of accuracy.	
7C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	<ul style="list-style-type: none"> <li>Measure using inches</li> </ul>

Illinois State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

State Standard	District Core Expectations
8A: Describe numerical relationships using variables and patterns.	<ul style="list-style-type: none"> <li>Describe and create patterns like AB, ABA, ABC</li> </ul>
8B: Interpret and describe numerical relationships using tables, graphs and symbols.	
8C: Solve problems using systems of numbers and their properties.	
8D: Use algebraic concepts and procedures to represent and solve problems.	<ul style="list-style-type: none"> <li>Solve problems with one number missing</li> </ul>

Illinois State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

State Standard	District Core Expectations
9A: Demonstrate and apply geometric concepts involving points, lines, planes, and spaces.	<ul style="list-style-type: none"> <li>Identify and draw circle, square, triangle, oval, rectangle, rhombus, parallelogram</li> <li>Use words like above, below, on, under</li> </ul>
9B: Identify, describe, classify and compare relationships using points, lines, planes, and solids.	<ul style="list-style-type: none"> <li>Know that circles are related to spheres and squares are related to cubes</li> </ul>
9C: Construct convincing arguments and proofs to solve problems.	NA
9D: Use trigonometric ratios and circular functions to solve problems	<ul style="list-style-type: none"> <li>Application of standard 9D begins in middle school</li> </ul>

Illinois State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

State Standard	District Core Expectations
10A: Organize, describe and make predictions from existing data.	<ul style="list-style-type: none"> <li>Read and make picture graphs and bar graphs</li> </ul>
10B: Formulate questions, design data collection methods, gather and analyze data and communicate findings.	
10C: Determine, describe and apply the probabilities of events.	<ul style="list-style-type: none"> <li>Tell when something is possible or impossible, likely or unlikely</li> </ul>

## SCIENCE

Illinois State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

State Standard	District Core Expectations
11A: Know and apply the concepts, principles, and processes of scientific inquiry.	<ul style="list-style-type: none"> <li>• Use equipment and materials safely</li> <li>• Gather information and write it down clearly</li> <li>• Find information on a chart</li> <li>• Use scales, magnets and magnifying lenses</li> </ul>
11B: Know and apply the concepts, principles and processes of technological design.	NA

Illinois State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

State Standard	District Core Expectations
12A: Know and apply concepts that explain how living things function, adapt and change.	<ul style="list-style-type: none"> <li>• Compare living and non-living things by looking at how they look and live</li> <li>• Identify plant structures and needs for living</li> <li>• Tell what things help seeds sprout in to plants</li> <li>• Group plants and animals by size, color, and shape, and explain his/her grouping rules</li> </ul>
12B: Know and apply concepts that describe how living things interact with each other and with their environment.	<ul style="list-style-type: none"> <li>• Tell how plants and animals depend on each other to survive</li> <li>• Explain why animals and plants found in one part of the world are different from those found in another</li> </ul>
12C: Know and apply concepts that describe properties of matter and energy and the interactions between them.	<ul style="list-style-type: none"> <li>• Group items by how much they weigh; how big they are; if they are liquid, solid or gas; how they feel; how they smell; and if they float or not.</li> <li>• Tell the difference between a liquid and a solid</li> </ul>
12D: Know and apply concepts that describe force and motion and the principles that explain them.	<ul style="list-style-type: none"> <li>• Tell how sound waves are made by vibrating objects</li> <li>• Identify sources of light and energy</li> </ul>
12E: Know and apply concepts that describe the features and processes of the Earth and its resources.	<ul style="list-style-type: none"> <li>• Point to land, oceans, the north and south poles, and the equator on a globe or a map</li> <li>• Describe the different materials that make up the earth and its atmosphere</li> <li>• Tell ways to recycle</li> </ul>
12F: Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.	<ul style="list-style-type: none"> <li>• Identify the features/characteristics of the Earth, moon, and sun</li> <li>• Compare and contrast the earth, moon, and sun</li> <li>• Tell how night and day are because of the rotation of the earth</li> </ul>

Illinois State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

State Standard	District Core Expectations
13A: Know and apply the accepted practices of science.	<ul style="list-style-type: none"> <li>• Write information in charts, in journals, or on computers</li> </ul>
13B: Know and apply concepts that describe the interaction between science, technology and society.	<ul style="list-style-type: none"> <li>• List ways that technology is used at school and at home</li> </ul>

## SOCIAL SCIENCES

Illinois State Goal 14: Understand political systems, with an emphasis on the United States.

State Standard	District Core Expectations
14A: Understand and explain basic principles of the United States government.	<ul style="list-style-type: none"> <li>Name the President of the United States.</li> <li>Explain the job of the President of the United States.</li> </ul>
14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.	NA
14C: Understand election processes and responsibilities of citizens.	<ul style="list-style-type: none"> <li>Explain how a responsible citizenship acts.</li> <li>Explain voting</li> </ul>
14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	<ul style="list-style-type: none"> <li>Explain why individuals, groups, issues and events are celebrated with local, state or national holidays.</li> </ul>
14E: Understand United States foreign policy as it relates to other nations and international issues.	NA
14F: Understand the development of United States political ideas and traditions.	<ul style="list-style-type: none"> <li>Recognize and describe major American symbols, including the flag, eagle, Statue of Liberty and the White House.</li> </ul>

Illinois State Goal 15: Understand economic systems, with an emphasis on the United States.

State Standard	District Core Expectations
15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	NA
15B: Understand that scarcity necessitates choices by consumers.	NA
15C: Understand that scarcity necessitates choices by producers.	NA
15D: Understand trade as an exchange of goods or services,	NA
15E: Understand the impact of government policies and decisions on production and consumption in the economy.	NA

Illinois State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Standard	District Core Expectations
16A: Apply the skills of historical analysis and interpretation	NA
16B: Understand the development of significant political events.	NA
16C: Understand the development of economic systems.	NA
16D: Understand Illinois, United States and world social history.	NA
16E: Understand Illinois, United States and world environmental history.	NA

Illinois State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

State Standard	District Core Expectations
17A: Locate, describe and explain places, regions and features on the Earth.	<ul style="list-style-type: none"> <li>• Draw a map of the classroom.</li> <li>• Name simple landforms and bodies of water (and how they might appear on a map)</li> </ul>
17B: Analyze and explain characteristics and interactions of the Earth's physical systems.	NA
17C: Understand relationships between geographic factors and society.	<ul style="list-style-type: none"> <li>• Explain ways that communities across the world are the same and different.</li> </ul>
17D: Understand the historical significance of geography.	<ul style="list-style-type: none"> <li>• Recognize different types of maps.</li> </ul>

Illinois State Goal 18: Understand social systems, with an emphasis on the United States.

State Standard	District Core Expectations
18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	<ul style="list-style-type: none"> <li>• Explain ways that communities across the world are the same and different.</li> </ul>
18B: Understand the roles and interactions of individuals and groups in society.	NA
18C: Understand how social systems form and develop over time.	NA

## PHYSICAL DEVELOPMENT AND HEALTH

Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

State Standard	District Core Expectations
19A: Demonstrate physical competency in individual and team sports, creative movement, leisure and work related activities	<ul style="list-style-type: none"> <li>• Walk, run, jump, hop, skip and leap</li> <li>• Throw and catch</li> <li>• Move alone or within a group, understanding relationship to other students, equipment, and the environment</li> </ul>
19B: Analyze various movement concepts and applications	NA
19C: Demonstrate knowledge of the rules, safety, and strategies during physical activity	<ul style="list-style-type: none"> <li>• Demonstrate safe movement in general and personal space</li> <li>• Apply class rules, procedures, and safety practices.</li> </ul>

Illinois State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Standard	District Core Expectations
20A: Students who meet the standard know and can apply the principles and components of health related fitness.	<ul style="list-style-type: none"> <li>• Identify the relationship between physical activity and an increase in heart rate</li> </ul>
20B: Students who meet the standard can assess individual fitness levels.	NA
20C: Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan	<ul style="list-style-type: none"> <li>• Participate in teacher-directed activities that can develop health-related fitness goals</li> </ul>

Illinois State Goal 21: Develop team-building skills by working with others through physical activity

State Standard	District Core Expectations
21A: Students who meet the standard can demonstrate individual responsibility during group physical activities.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to work and perform independently during the day's physical activity</li> </ul>
21B: Students who meet the standard can demonstrate cooperative skills during structured group physical activity	<ul style="list-style-type: none"> <li>• Complete parts or all of a task when working with a partner or a group with or without teacher intervention</li> <li>• Work cooperatively with a partner or small group in a structured physical activity</li> </ul>

Illinois State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury

State Standard	District Core Expectations
22A: Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety	<ul style="list-style-type: none"> <li>• Tell why personal hygiene is important to good health and show good personal hygiene habits</li> <li>• Name the four healthful food groups</li> <li>• Recite the rules that are in effect on school buses.</li> <li>• Recognize the need for and use of seat belts.</li> <li>• Show knowledge of safety rules that are in effect on the playground</li> <li>• Discuss basic traffic rules that need to be followed on the way to school</li> <li>• Explain the meaning of the colors red, yellow, and green on traffic lights</li> </ul>

22B: Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities	<ul style="list-style-type: none"> <li>• Demonstrate how to avoid infecting others with germs</li> <li>• Demonstrate proper procedures and techniques used during tornado and fire drills</li> </ul>
22C: Students who meet the standard can explain how the environment can affect health	See Science (pollution)

**Illinois State Goal 23: Understand human body systems and factors that influence growth and development**

State Standard	District Core Expectations
23A: Students who have met the standard can describe and explain the structure and functions of the human body systems and how they interrelate.	<ul style="list-style-type: none"> <li>• Explain the function of the eyes, ears, and nose as they relate to the five senses</li> <li>• Demonstrate how ankles, knees, hips, shoulders, elbows, and neck function</li> <li>• Define the terms “muscle” and “heart”</li> <li>• Recognize the relationship between exercise and muscle development</li> <li>• Explain how muscles help the body</li> </ul>
23B: Students who meet the standard can explain the effects of health related actions on the body systems.	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of activities that help promote personal cleanliness, improve appearance, and reduce transmission of disease</li> <li>• Name healthy behaviors that relate to personal hygiene, nutrition, and exercise</li> <li>• Describe what it means to be healthy and list three kinds of health: physical, mental, social</li> </ul>
23C: Students who meet the standard can describe factors that affect growth and development	<ul style="list-style-type: none"> <li>• Define the term exercise and tell how exercise helps muscles stay healthy</li> <li>• Define height and weight.</li> <li>• Describe how body parts grow – inside and out.</li> <li>• Compare own growth to that of peers</li> </ul>

**Illinois State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills**

State Standard	District Core Expectations
24A: Students who meet the standard can demonstrate procedures for communicating in positive ways resolving differences and preventing conflict	<ul style="list-style-type: none"> <li>• Identify and practice using good communication skills</li> <li>• List behaviors at home, at school, and in the community that show respect toward others</li> <li>• Define the word ‘bullying’</li> </ul>
24B: Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	<ul style="list-style-type: none"> <li>• Describe ‘uncomfortable situations’ as they pertain to strangers</li> <li>• Define “good touch” and “bad touch”</li> <li>• Recognize when to ask an adult for help</li> </ul>
24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations	<ul style="list-style-type: none"> <li>• Recall and demonstrate the use of safety rules at home, at school, and in the community</li> <li>• Locate safety hazards at home or at school that affect health</li> <li>• Recite and be able to write name, address, and phone number.</li> <li>• Memorize emergency and medical phone numbers.</li> <li>• Discuss who strangers are and why to be cautious around them</li> <li>• Explain the role of fire fighters and police officers</li> </ul>

## FINE ARTS

Illinois State Goal 25: Know the language of the arts.

State Standard	District Core Expectations
25A: Understand the sensory elements, organizational principles, and expressive qualities of the arts.	<ul style="list-style-type: none"><li>Describe subject matter in specific art works</li></ul>
25B: Understand the similarities, distinctions and connections in and among the arts.	<ul style="list-style-type: none"><li>Explore feelings, stories or expressive ideas within an art work (in all art forms)</li></ul>

Illinois State Goal 26: Through creating and performing, understand how works of art are produced.

State Standard	District Core Expectations
26A: Understand processes, traditional tools and modern technologies used in the arts.	<p>DANCE AND DRAMA</p> <ul style="list-style-type: none"><li>Explore the dance and drama tools of body, mind, voice and sound source</li><li>Explore how people work together to create drama</li></ul> <p>VISUAL ART</p> <ul style="list-style-type: none"><li>Describe various types of lines, geometric shapes and simple patterns</li><li>Identify primary and secondary colors</li><li>Describe qualities of texture</li><li>Distinguish between asymmetrical and symmetrical balance Identify various paper craft techniques such as curling, fringing, and folding</li><li>Use materials and tools safely</li></ul>

<p>26B: Apply skills and knowledge necessary to create and perform in one or more of the arts.</p>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• Differentiate among body shapes and perform combinations of locomotor and non-locomotor movements</li> <li>• Use personal and general space appropriately</li> <li>• Explore different sizes, levels, directions, and relationships in space</li> <li>• Respond to even and uneven rhythms through movement</li> <li>• Explore movement qualities</li> </ul> <p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Practice the following skills in dramatic activities: observation, concentration, imagination</li> <li>• Use pantomime to express a variety of characters, objects and/or locations</li> <li>• Explore imagined characters and/or environments</li> <li>• Explore a character or emotion by using facial expressions, gestures, posture, and walk</li> <li>• Dramatize a folk/fairy tale</li> <li>• Identify characters and setting in a given story or scene</li> <li>• Identify the beginning, middle, and end of a story or scene</li> </ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Identify and perform beginning music rhythms</li> <li>• Distinguish between beat and rhythm</li> <li>• Identify upward and downward movement in notation</li> <li>• Identify simple forms of music as same or different</li> </ul> <p><b>VISUAL ART</b></p> <ul style="list-style-type: none"> <li>• Create works of art from imagination and observation using a variety of materials for both 2-D and 3-D artworks</li> </ul>
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Illinois State Goal 27: Understand the role of the arts in civilizations, past and present.

State Standard	District Core Expectations
<p>27A: Analyze how the arts function in history, society and everyday life.</p>	<ul style="list-style-type: none"> <li>• Tell about a personal experience in the arts</li> <li>• Identify ways the arts are used in celebration</li> <li>• Practice appropriate audience behavior related to each art form</li> </ul>
<p>27B: Understand how the arts shape and reflect history, society and everyday life.</p>	<ul style="list-style-type: none"> <li>• Connect works of art to stories about people and/or everyday life</li> </ul>

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