

First Grade Exit Goals

Language Arts

Read with Understanding and Fluency (Goal 1)

- Apply word analysis and vocabulary skills to comprehend selections: Use short/long vowel sounds, silent “e”, CVC, and adjacent vowels. Use word families for decoding. Identify letter symbols for given sounds. Decode contractions (e.g. is, not, will). Identify compound words. Recognize and define vocabulary. Use opposites. Use context clues and prior knowledge to comprehend unfamiliar words. Verify word meanings with resources.
- Apply reading strategies to improve understanding and fluency: Establish purposes for reading, make predictions, connect important ideas, and link to previous experience/knowledge. Identify genres of fiction, nonfiction, and poetry. Check and clarify for understanding: reread, read ahead, use visual/context clues, ask questions, and retell. Read age appropriate material with fluency and accuracy.
- Comprehend a broad range of materials: Use information to form questions and verify predictions. Identify important themes and topics. Make comparisons across reading selections. Summarize content of reading material using text organization (story, sequence). Identify how authors and illustrators express their ideas in text and graphics (dialogue, conflict, shape, color, characters). Use information presented in simple tables, maps, and charts to form an interpretation.

Read and Understand Literature Representative of Various Societies, Eras, and Ideas (Goal 2)

- Understand how literary elements and techniques are used to convey meaning: Identify literary elements of theme, setting, plot, and character within literary works. Classify literary works as fiction or nonfiction. Describe differences between prose and poetry.
- Read and interpret a variety of literary works: Respond to literary materials by connecting them to their own experience and communicate those responses to others. Identify common themes in literature from a variety of eras. Relate character, setting, and plot to real-life situations.

Write to Communicate for a Variety of Purposes (Goal 3)

- Use correct grammar, spelling, punctuation, capitalization, and structure: Construct complete sentences which demonstrate subject/verb agreement, appropriate capitalization and punctuation, correct spelling of appropriate high-frequency words, and appropriate use of the parts of speech. Use pictures and/or invented spelling to convey ideas or meaning. Dictate a sentence for a picture. Print first name in D’Nealian beginning with a capital letter.
- Compose well-organized and coherent writing for specific purposes and audiences: Use prewriting strategies to generate and organize ideas (focus on one topic, organize writing to include a beginning, middle, and end, use descriptive words when writing about people, places, things, and events). Demonstrate focus, organization, elaboration, and integration in written compositions (e.g. short stories, letters, essays, and reports).
- Communicate ideas in writing to accomplish a variety of purposes: Write for a variety of purposes including description, explanation, persuasion, and narration. Create media compositions or productions which convey meaning for a variety of purposes.

Listen and Speak Effectively in a Variety of Situations (Goal 4)

- Listen effectively in formal and informal situations: Listen attentively by facing the speaker, making eye contact, and paraphrasing what is said. Ask questions and respond to questions from the teacher and from group members to improve comprehension. Follow oral instructions accurately. Use visually oriented and auditory based media.
- Speak effectively using language appropriate to the situation and audience: Present brief oral reports using language and vocabulary appropriate to the message and audience (e.g. show and tell). Participate in discussions around a common topic.

First Grade Exit Goals

Language Arts cont.

Use the Language Arts to Acquire, Assess, and Communicate Information (Goal 5)

- Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas: Identify questions and gather information. Identify parts of a book (cover, spine, title). Identify title, author, and illustrator of a book. Recognize alphabetical order in the dictionary. Use a picture dictionary. Understand the use of the library (rules, care of books, locate story selection, library personnel and how they help).
- Analyze and evaluate information acquired from various sources: Select and organize information from a variety of sources for a specific purpose. Cite resources used.
- Apply acquired information, concepts, and ideas to communicate in a variety of formats: Write letters, reports, and stories based on acquired information. Use print, non-print, and technological resources to acquire and use information.
- Students will use effective and appropriate study techniques: Know and use techniques for concentrating on work. Complete and return assignments and materials in allotted time. Know how to establish a time and place for study outside of school. Organize assignments and class materials. Work well independently. Understand test formats (multiple choice, true/false, short answer, short essay). Follow test directions carefully.

First Grade Exit Goals

Mathematics

In each area below, students will engage in problem-centered tasks, explain and justify their solutions orally and/or in writing, determine whether results are reasonable, and use calculators if appropriate.

Number, Operation, and Computation Sense (Goal 6)

- Number sense for whole numbers and fractions: Count on/back by one, two, or three numbers when given a random number. Count by 1s, 2s, 5s, and 10s to 100. Count on by 1s, 5s, and 10s. Model, read, write, identify place values, and compare and order numbers through 100. Identify half of an object.
- Operation sense: Know whether to add or subtract to solve part-whole and compare +/- problems. Solve 1- and 2-step +/- problems involving 1- and 2-digit numbers. Use 10s-1s models or a 100s chart (rather than regrouping) to solve problems with 2-digit numbers. Write number sentences to describe problem solutions. Create problems for given sentences. Explain solution approaches orally or in writing.
- Computation sense involving whole numbers: Know easy addition and subtraction facts such as count ons/back, zeros, doubles, and ten sums.

Measurement (Goal 7)

- Measurement skills: Measure length in customary units to the nearest inch. Recognize that a scale is a tool for measuring weight. Recognize that a thermometer is a tool for measuring temperature. Compare estimated measures to actual measures taken with appropriate measuring instruments.
- Time/money skills: Tell time to the hour and half-hour (analog and digital). State the name and value of the penny, nickel, dime, and quarter. Count money amounts to 50¢ using mixed coins (pennies, nickels, dimes, and quarters).
- Estimation skills: Compare estimated measures to actual measures taken with appropriate measuring instruments.

Algebra Readiness (Goal 8)

- Patterning: Recognize, create, analyze, and extend counting and geometric patterns – including the configuration of 1-10 stars in a 10-frame. Identify whole numbers as even or odd with an explanation of reasoning.

Geometry (Goal 9)

- Spatial sense: Identify, describe characteristics, and draw circles, rectangles, squares, and triangles. Give examples of where these shapes are found.
- Logical reasoning: Describe similarities and differences between pairs of 2- and 3-dimensional shapes on the basis of their characteristics. Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials. Draw logical conclusions based on properties of shapes and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams, and contemporary technology.

Data Sense (Goal 10)

- Collect, organize, display, analyze and interpret data using pictures, tallies, charts, and bar graphs. Formulate questions, make predictions and decisions based on data, and communicate reasoning.

First Grade Exit Goals

Science

Understand the Processes of Scientific Inquiry and Technological Design to Investigate Questions, Conduct Experiments, and Solve Problems (Goal 11)

- Know and apply the concepts, principles, and processes of scientific inquiry: Develop questioning skills with some teacher prompting. Describe an observed event orally or pictorially. Collect data for investigations using measuring instruments and technologies with teacher direction. Record and store data using available technologies. Arrange simple data into logical patterns and describe the patterns. Compare observations of individual and group results.
- Know and apply the concepts, principles, and processes of technological design: Given a simple design problem (e.g. solids, liquids, gas, body movement, body systems), formulate possible solutions. Illustrate a device that will be useful in solving the problem. Build a device using materials and tools provided. Test the device. Record and describe results. Report and review the design of the device, the test process, and the results in solving a given problem.

Understand the Fundamental Concepts, Principles, and Interconnections of the Life, Physical, and Earth/Space Sciences (Goal 12)

- Know and apply concepts that describe how living things interact with each other and with their environment: Identify and describe component parts of living things and their major functions. Categorize living organisms using a variety of observable features.
- Know and apply concepts that describe how living things interact with each other and with their environment: Describe and compare characteristics of living things in relationship to their environments. Describe how living things depend on one another for survival.
- Know and apply concepts that describe properties of matter and energy and the interactions between them: Identify and compare sources of energy. Compare large-scale physical properties of matter.
- Know and apply concepts that describe force and motion and the principles that explain them: Identify examples of motion. Identify observable forces in nature.
- Know and apply concepts that describe the features and processes of the Earth and its resources: Identify components and describe diverse features of the Earth's land, water, and atmospheric systems. Identify and describe patterns of weather and seasonal change. Identify renewable and nonrenewable resources.
- Know and apply concepts that explain the composition and structure of the universe and Earth's place in it: Identify and describe characteristics of the sun, Earth, and moon as familiar objects in the solar system. Identify daily, seasonal, and annual patterns related to the Earth's rotation and revolution.

Understand the Relationships among Science, Technology, and Society in Historical and Contemporary Contexts (Goal 13)

- Know and apply the accepted practices of science. Use basic safety practices according to grade level needs: Explain why similar procedures produce similar results. Explain how knowledge can be gained by careful observation.
- Know and apply concepts that describe the interaction between science, technology, and society: Explain how using measuring tools improves the accuracy of estimates. Describe contributions men and women have made to technology. Identify and describe ways that science and technology affect people's everyday lives. Demonstrate ways to reduce, reuse, and recycle materials.

First Grade Exit Goals

Social Studies

Understand Political Systems, with an Emphasis on the United States (Goal 14)

- Understand and explain basic principles of the United States government: Identify that rules help us live safely and fairly. Identify different kinds of rules as applied in the home, school, and community. Identify individual rights and responsibilities.
- Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- Understand election processes and responsibilities of citizens: Identify voting as a decision making process. Demonstrate an understanding of the role of responsible citizens in society (e.g. Character Counts).
- Understand the roles and influences of individuals and interest groups in the political systems and other nations: Recall prominent individuals who have had an impact on our country (e.g. Washington, Lincoln, Dr. King, etc.).
- Understand United States foreign policy as it relates to other nations and international issues.
- Understand the development of United States political ideas and traditions: Identify patriotic symbols of America (e.g. flag, Statue of Liberty, Pledge of Allegiance, bald eagle, Star Spangled Banner).

Understand Economic Systems, with an Emphasis on the United States (Goal 15)

- Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services: Recognize the sources from which we obtain goods and services. Identify community workers who produce goods and services.
- Understand that scarcity necessitates choices by consumers: Compare and contrast needs and wants. Recognize that choices are determined by needs before wants.
- Understand that scarcity necessitates choices by producers: Give examples of human, natural, and capital resources (e.g. workers, trees, money). Demonstrate an understanding that it is important to protect productive/natural resources.
- Understand trade as an exchange of goods or services: Demonstrate an understanding that the use of coins is an exchange for goods/services. Identify goods/services that students use but do not produce themselves.
- Understand the impact of government policies and decisions on production and consumption in the economy.

Understand Events, Trends, Individuals, and Movements Shaping the History of Illinois, the United States, and Other Nations (Goal 16)

- Apply the skills of historical analysis and interpretation: Give examples of the sequence of days of the week and terms today, yesterday, and tomorrow. Develop sequencing of events (e.g. timelines).
- Understand the development of significant political events: (World) Identify the contributions of individuals and groups who are featured in biographies, legends, folklore, and traditions. (US) Identify and give examples of individuals, groups, issues, and events celebrated with local, state, or national holidays or days of recognition (e.g. Lincoln's birthday, Dr. Martin Luther King's birthday, Pulaski Day, 4th of July, Memorial Day, Labor Day, Veterans Day, Thanksgiving).
- Understand the development of economic systems: (US/World) Recognize how Native Americans and Pilgrims made economic choices to survive and to improve their lives (e.g. crops to plant, products to make and trade).
- Understand Illinois, United States, and world social history.
- Understand Illinois, United States, and world environmental history.

Understand World Geography and the Effects of Geography on Society, with an Emphasis on the United States (Goal 17)

- Locate, describe, and explain places, regions, and features on the Earth: Exhibit an understanding of physical characteristics of places (e.g. city, rural, seasons, land, water, directional terms). Identify specific regions using maps, globes, and photographs (e.g. Illinois, US, world).
- Analyze and explain characteristics and interactions of the Earth's physical systems: Identify and compare the characteristics of the four seasons in the US. Identify ways in which the city and farm depend on each other.
- Understand relationships between geographic factors and society.
- Understand the historical significance of geography.

Understand Social Systems, with an Emphasis on the United States (Goal 18)

- Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions: Demonstrate expanded knowledge of different cultures through literature, art, and music.
- Understand the roles and interactions of individuals and groups in society: Exhibit an understanding of his/her role in the family at home and in the family at school. Give examples of qualities needed to become good citizens.
- Understand how societal systems form and develop over time.