



# COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

## 2009-10 LEARNER STATEMENTS GRADE 1

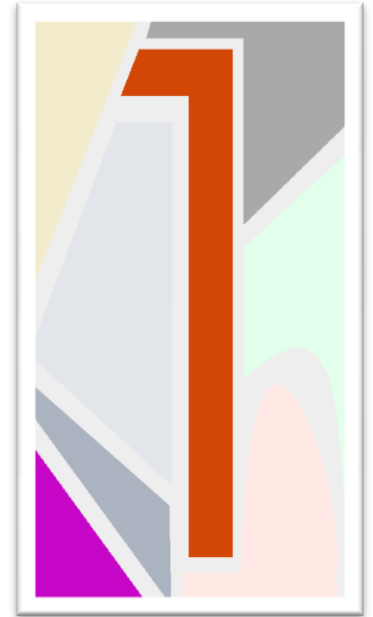
The District 15 Learner Statements are grade-level benchmarks that are aligned to the Illinois State Goals and Standards.

The Learner Statements represent what all children at each grade level should know, understand, and be able to do.

The appearance of a learner statement at one grade level does not diminish the introduction and practice done in prior grade levels, nor the continued practice for reinforcement in subsequent grade levels.

Uses for the Learner Statements include:

- Setting goals for instruction.
- Communication at parent conferences.
- Teacher communication within grade levels.
- Teacher communication across grade levels.



### LANGUAGE ARTS

#### STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

#### STATE STANDARDS

- A. Apply word analysis and vocabulary skills to comprehend selections.
- B. Apply reading strategies to improve understanding and fluency.
- C. Comprehend a broad range of reading materials.

#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Understand word patterns (e.g., match known patterns of letters to patterns in unknown words)
- 2.A. Know the sound that corresponds to each letter of the alphabet
- 3.A. Know short and long vowel sounds in one syllable words and word families
- 4.A. Use basic elements of phonetic analysis (e.g., beginning and ending consonants, vowel sounds, blends, word families) to predict and decode unknown words
- 5.A. Identify and interpret new words using suffixes, prefixes, and word parts
- 6.A. Know age-appropriate sight words and common high-frequency words (e.g., common, irregular sight words such as the, have, said)
- 7.A. Use prior knowledge to understand new words
- 8.B. Use picture clues to help read text

- 9.B. Relate new information to prior knowledge and experiences
- 10.B. Use self-correction strategies to establish and clarify meaning (e.g., reread, retell)
- 11.B. Read aloud instructional-level text fluently
- 12.C. Know main idea and details of text that has been read aloud
- 13.C. Summarize information in texts (e.g., based on text organization, sequence)
- 14.C. Understand how authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, shape, color)

**STATE GOAL 2: READ AND UNDERSTAND LITERATURE REPRESENTATIVE OF VARIOUS SOCIETIES, ERAS, AND IDEAS.**

**STATE STANDARDS**

- A. Understand how literary elements and techniques are used to convey meaning.
- B. Read and interpret a variety of literary works.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Understand the traits, feelings, and actions of characters in a story
- 2.A. Know the setting of a story
- 3.B. Read familiar literary texts (e.g., fiction, nonfiction, poems)

**STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.**

**STATE STANDARDS**

- A. Use correct grammar, spelling, punctuation, capitalization, and structure.
- B. Compose well-organized and coherent writing for specific purposes and audiences.
- C. Communicate ideas in writing to accomplish a variety of purposes.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Use upper- and lower-case letters conventionally to form words
- 2.A. Use spaces between words
- 3.A. Write from left to right in lines from top to bottom of page
- 4.A. Spell common, high-frequency words and use spelling patterns to spell new words
- 5.A. Use basic rules of capitalization in writing (e.g., capitalize the first word of a sentence, the pronoun “I,” capitalize days of the week and months of the year)
- 6.A. Use basic rules of punctuation in writing (e.g., use periods at the end of sentences and after initials, use question marks)
- 7.A. Use basic sentence patterns (e.g., noun/verb, noun/verb/object) to construct complete sentences
- 8.B. Maintain topic in simple written story
- 9.B. Use beginning, middle, and end to dictate a story
- 10.B. Reread own story or composition to check for meaning
- 11.B. Generate ideas for writing
- 12.B. Use descriptive words to convey basic ideas and to write about people, places, things, and events
- 13.C. Use a variety of writing formats (e.g., notes, lists, captions, signs, directions, reports)

**STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.**

**STATE STANDARDS**

- A. Listen effectively in formal and informal situations.
- B. Speak effectively using language appropriate to the situation and audience.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Follow simple oral directions (e.g., three or four steps) accurately
- 2.A. Listen for specific purposes
- 3.B. Use complete sentences to express ideas in oral communication
- 4.B. Follow basic rules of conversation (e.g., take turns when speaking with others, raise hand to speak, stay on the topic being discussed, face the speaker)
- 5.B. Contribute to group discussions

**STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS, AND COMMUNICATE INFORMATION.**

**STATE STANDARDS**

- A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- B. Analyze and evaluate information acquired from various sources.
- C. Apply acquired information, concepts, and ideas to communicate in a variety of formats.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Use age-appropriate sources (e.g., fiction books, nonfiction books, picture dictionaries, audio visual software) to gather information
- 2.A. Know basic information about a book (e.g., author, illustrator, title, table of contents)
- 3.A. Alphabetize words by their first letter

**MATHEMATICS**

**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 STANDARDS**

- A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.
- B. Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms, and relationships.
- C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and computers.
- D. Solve problems using comparison of quantities, ratios, proportions, and percents.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Count by 2s and 5s to 100
- 2.A. Count backward 20–0
- 3.A. Read, write and order numbers 1–125

- 4.A. Understand place value to 100 by creating sets of tens and ones using concrete objects and putting digits in the correct place
- 6.A. Name ordinals first through tenth
- 8.B. Solve real-world problems involving single-digit addition and subtraction (paper and pencil, mental math)
- 9.C. Know addition and subtraction facts up to 18 (mental math included)
- 11.C. Make a reasonable estimate (time, measurement, and quantity)
- 13.D. Divide and label equal parts of a whole into halves and fourths
- 14.D. Use the symbols ( $<$ ,  $>$ ,  $=$ ,  $+$ , and  $-$ ) and appropriate language (greater than, less than, equal to)

**STATE GOAL 7: ESTIMATE, MAKE, AND USE MEASUREMENTS OF OBJECTS, QUANTITIES, AND RELATIONSHIPS AND DETERMINE ACCEPTABLE LEVELS OF ACCURACY.**

#### STATE STANDARDS

- A. Measure and compare quantities using appropriate units, instruments, and methods.
- B. Estimate measurements and determine acceptable levels of accuracy.
- C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results, and communicate findings.

#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Read and write time to the hour, half hour, and quarter hour, both digital and analog
- 2.A. Read a calendar using days, weeks, and months and write date in numeric and written formula
- 3.A. Know the value of pennies, nickels, dimes, and quarters and their equivalencies (e.g., 2 nickels equal a dime, 5 pennies equal a nickel)
- 4.A. Count mixed coins up to a dollar using pennies, nickels, and dimes
- 5.A. Measure with a ruler starting at the zero mark
- 6.A. Order objects according to height, weight, and length
- 7.C. Know when to use a ruler and thermometer

**STATE GOAL 8: USE ALGEBRAIC AND ANALYTICAL METHODS TO IDENTIFY AND DESCRIBE PATTERNS AND RELATIONSHIPS IN DATA, SOLVE PROBLEMS, AND PREDICT RESULTS.**

#### STATE STANDARDS

- A. Describe numerical relationships using variables and patterns.
- B. Interpret and describe numerical relationships using tables, graphs, and symbols.
- C. Solve problems using systems of numbers and their properties.
- D. Use algebraic concepts and procedures to represent and solve problems.

#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Describe rules for simple geometric and numeric patterns and how to extend them (e.g., O, X, O, X, \_\_\_\_, \_\_\_\_, or 2, 4, 6, 8, 0, 2, 4, \_\_\_\_, \_\_\_\_)
- 2.A. Name odd and even numbers
- 3.C. Name fact families (e.g.,  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ ,  $5 - 3 = 2$ ) and the turnaround concept (commutativity)
- 4.D. Use concrete objects and pictures to tell and solve addition and subtraction corresponding number sentences

**STATE GOAL 9: USE GEOMETRIC METHODS TO ANALYZE, CATEGORIZE, AND DRAW CONCLUSIONS ABOUT POINTS, LINES, PLANES, AND SPACE.**

**STATE STANDARDS**

- A. Demonstrate and apply geometric concepts involving points, lines, planes, and space.
- B. Identify, describe, classify, and compare relationships using points, lines, planes, and solids.
- C. Construct convincing arguments and proofs to solve problems.
- D. Use trigonometric ratios and circular functions to solve problems.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Name and draw points and line segments to make polygons
- 2.B. Describe and recognize attributes of two-dimensional and three-dimensional shapes (including symmetry)

**STATE GOAL 10: COLLECT, ORGANIZE, AND ANALYZE DATA USING STATISTICAL METHODS; PREDICT RESULTS; AND INTERPRET UNCERTAINTY USING CONCEPTS OF PROBABILITY.**

**STATE STANDARDS**

- A. Organize, describe, and make predictions from existing data.
- B. Formulate questions, design data collection methods, gather and analyze data, and communicate findings.
- C. Determine, describe, and apply the probabilities of events.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Use tally marks to collect and record data
- 2.B. Construct pictographs and bar graphs using one to one correspondence
- 3.B. Draw conclusions and answer questions using data from pictographs and bar graphs
- 4.C. Predict probability of an event as being likely, unlikely or impossible (Example: choosing a red crayon from a bag of green crayons)

**SCIENCE**

**STATE GOAL 11: UNDERSTAND THE PROCESSES OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN TO INVESTIGATE QUESTIONS, CONDUCT EXPERIMENTS, AND SOLVE PROBLEMS.**

**STATE STANDARDS**

- A. Know and apply the concepts, principles, and processes of scientific inquiry.
- B. Know and apply the concepts, principles, and processes of technological design.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Understand the importance of recording and storing observations and simple
- 2.A. Work to ensure a safe environment following safety procedures at all times
- 3.A. Compare observations of individual and group results

**STATE GOAL 12: UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES, AND INTERCONNECTIONS OF THE LIFE, PHYSICAL, AND EARTH/SPACE SCIENCES.**

**STATE STANDARDS**

- A. Know and apply concepts that explain how living things function, adapt, and change.
- B. Know and apply concepts that describe how living things interact with each other and with their environment.
- C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
- D. Know and apply concepts that describe force and motion and the principles that explain them.
- E. Know and apply concepts that describe the features and processes of the Earth and its resources.
- F. Know and apply the concepts that explain the composition and structure of the universe and Earth's place in it.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.C. Understand the properties of water
- 2.C. Categorize objects as those that sink or those that float
- 3.C. Understand why an object will sink or float
- 4.C. Understand the property of density
- 5.D. Understand that forces may be balanced or unbalanced
- 6.D. Identify types of motion
- 7.D. Understand the impact that weight has on balance and motion
- 8.D. Identify what causes two objects to be balanced
- 9.D. Understand and describe some of the variables that influence the spinning of objects
- 10.E. Understand that earth materials are natural resources
- 11.E. Know that rocks come in many different shapes and sizes (e.g., boulders, pebbles, sand)
- 12.E. Compare properties of different rocks
- 13.E. Understand the properties of pebbles, gravel, sand, silt, and clay particles
- 14.E. Understand that soils vary from place to place and can be composed of humus and different amounts and sizes of rocks
- 15.E. Know that earth materials consist of solid rocks, soil, liquid water, and the gases of the atmosphere

**STATE GOAL 13: UNDERSTAND THE RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY IN HISTORICAL AND CONTEMPORARY CONTEXTS.**

**STATE STANDARDS**

- A. Know and apply the accepted practices of science.
- B. Know and apply concepts that describe the interaction between science, technology, and society.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Understand the importance of recording and storing observations and data
- 2.A. Work to ensure a safe environment following safety procedures at all times

## SOCIAL SCIENCE

### STATE GOAL 14: UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

#### STATE STANDARDS

- A. Understand and explain basic principles of the United States government.
- B. Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- C. Understand election processes and responsibilities of citizens.
- D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.
- E. Understand United States foreign policy as it relates to other nations and international issues.
- F. Understand the development of United States political ideas and traditions.

#### DISTRICT 15 LEARNER STATEMENTS

- 1.C. Understand the different rules that apply to home, school, and the community and understand the purpose of the rules in each situation
- 2.C. Differentiate between rules and laws and understand that both must be followed
- 3.C. Know that there are different choices for settling a conflict at home, school, and the neighborhood (e.g., talking to a teacher, parent, or police officer)

### STATE GOAL 15: UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

#### STATE STANDARDS

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

#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know that goods are objects that can satisfy people's needs or wants, and services are activities that can satisfy people's needs or wants
- 2.C. Know the three types of economic resources: natural resources, human resources, and capital resources
- 3.D. Know the different values associated with coins and paper money

### STATE GOAL 16: UNDERSTAND EVENTS, TRENDS, INDIVIDUALS, AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES, AND OTHER NATIONS.

#### STATE STANDARDS

- A. Apply the skills of historical analysis and interpretation.
- B. Understand the development of significant political events.
- C. Understand the development of economic systems.
- D. Understand Illinois, United States, and world social history.

- E. Understand Illinois, United States, and world environmental history.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Use historical resources (e.g., myths, stories, biographies, photographs, artwork) to understand the difference between “things of today” and “things of long ago”
- 2.B. Know the key events and figures associated with the first discoveries and settlements of the New World (e.g., Columbus, Native Americans, the Pilgrims)
- 3.B. Know the early American presidents (e.g., George Washington, Abraham Lincoln, Thomas Jefferson)

**STATE GOAL 17: UNDERSTAND WORLD GEOGRAPHY AND THE EFFECTS OF GEOGRAPHY ON SOCIETY, WITH AN EMPHASIS ON THE UNITED STATES.**

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#### STATE STANDARDS

- A. Locate, describe, and explain places, regions, and features on the Earth.
- B. Analyze and explain characteristics and interactions of the Earth’s physical systems.
- C. Understand relationships between geographic factors and society.
- D. Understand the historical significance of geography.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.B. Know the physical processes and natural features of the surrounding neighborhood (e.g., natural resources such as lakes or streams, day-to-day changes in the weather, annual changes in the seasons)

**STATE GOAL 18: UNDERSTAND SOCIAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.**

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#### STATE STANDARDS

- A. Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.
- B. Understand the roles and interactions of individuals and groups in society.
- C. Understand how social systems form and develop over time.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know the different cultural contributions other cultures have made to America (e.g., ethnic food, celebrations, music, language)
- 2.A. Know the folktales, music, celebrations, and traditions of their local community
- 3.B. Know the different institutions in the local community (e.g., Scouts; religious affiliations; civic groups such as the Lions; organized activities such as Little League, soccer, or dance)

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### PHYSICAL DEVELOPMENT

**STATE GOAL 19: ACQUIRE MOVEMENT SKILLS AND UNDERSTAND CONCEPTS NEEDED TO ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY.**

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#### STATE STANDARDS

- A. Demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.
- B. Analyze various movement concepts and applications.
- C. Demonstrate knowledge of rules, safety, and strategies during physical activity.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Demonstrate basic tumbling skills (rolling, balancing, supporting weight on arms)
- 2.A. Demonstrate basic rhythm activities
- 3.B. Demonstrate knowledge in basic motor skills
- 4.C. Demonstrate understanding of basic strategies of rules, simple games

STATE GOAL 20: ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.

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#### STATE STANDARDS

- A. Know and apply the principles and components of health-related fitness.
- B. Assess individual fitness levels.
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Demonstrate knowledge of cardiovascular concepts as they play (heavy breathing, increased beating of heart, perspiration)

STATE GOAL 21: DEVELOP TEAM-BUILDING SKILLS BY WORKING WITH OTHERS THROUGH PHYSICAL ACTIVITY.

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#### STATE STANDARDS

- A. Demonstrate individual responsibility during group physical activities.
- B. Demonstrate cooperative skills during structured group physical activity.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Demonstrate an understanding of acting independently and following procedures independently of the teacher
- 2.A. Demonstrate knowledge of self or individual and group space
- 3.B. Demonstrate a positive attitude toward PE

### HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

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#### STATE STANDARDS

- A. Explain the basic principles of health promotion, illness prevention, and safety.
- B. Describe and explain the factors that influence health among individuals, groups, and communities.
- C. Explain how the environment can affect health.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know that one should get help from a trusted adult when made to feel unsafe or uncomfortable by someone
- 2.A. Understand that some foods are more beneficial to the body than others
- 3.A. Know basic responses to emergencies and disasters

**STATE GOAL 23: UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.**

**STATE STANDARDS**

- A. Describe and explain the structure and functions of the human body systems and how they interrelate.
- B. Explain the effects of health-related actions on the body systems.
- C. Describe the factors that affect growth and development.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Know the major body parts including arms, legs, ankles, wrists, elbows, hips, head, neck, shoulders, and feet
- 2.A. Know the major systems of the body and the function of each
- 3.C. Understand that humans and other living things have life cycles

**STATE GOAL 24: PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.**

**STATE STANDARDS**

- A. Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
- B. Apply decision-making skills related to the protection and promotion of individual health.
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Know ways to enhance positive communication skills
- 2.C. Know simple refusal skills to avoid and resolve conflicts and dangerous situations

**FINE ARTS**

**STATE GOAL 25: KNOW THE LANGUAGE OF THE ARTS.**

**STATE STANDARDS**

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, distinctions, and connections in and among the arts.

**DISTRICT 15 LEARNER STATEMENTS**

**MUSIC (COMPREHENSIVE)**

- 1.A. Identify same and different forms, fast and slow tempo, loud and soft dynamics using appropriate musical terms.

**VISUAL ART**

- 1.A. Recognize and use the elements of line, color, and shape in visual art
- 2.A. Recognize and use the principle of pattern in visual art
- 3.A. Recognize how ideas are communicated through visual art

**STATE GOAL 26: THROUGH CREATING AND PERFORMING, UNDERSTAND HOW WORKS OF ART ARE PRODUCED.**

**STATE STANDARDS**

- A. Understand processes, traditional tools, and modern technologies used in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

**DISTRICT 15 LEARNER STATEMENTS**

**MUSIC (COMPREHENSIVE)**

- 1.B. Sing songs in tune with emphasis on identifying sol, mi, and la.
- 2.A. Perform simple rhythm patterns using quarter notes, quarter rests, and eighth notes.
- 3.A. Know the sounds of a variety of classroom percussion instruments and voices including men’s, women’s, and children’s voices.

**VISUAL ART**

- 1.A. Identify and use appropriate tools in a safe and responsible manner
- 2.B. Create works of art using drawing, painting, or constructing media

**STATE GOAL 27: UNDERSTAND THE ROLE OF THE ARTS IN CIVILIZATIONS, PAST AND PRESENT.**

**STATE STANDARDS**

- A. Analyze how the arts function in history, society, and everyday life.
- B. Understand how the arts shape and reflect history, society, and everyday life.

**DISTRICT 15 LEARNER STATEMENTS**

**MUSIC (COMPREHENSIVE)**

- 1.A. Demonstrate appropriate audience etiquette

**VISUAL ART**

- 1.A. Discover how the visual arts contribute to celebrations
- 2.A. Understand a basic message or story being conveyed through various forms of visual art
- 3.B. Identify how images and stories communicate information about people and places

**TECHNOLOGY**

**STATE GOAL: NONE**

**STATE STANDARDS**

None

**DISTRICT 15 LEARNER STATEMENTS**

- 1. Use computer terminology correctly: boot, delete, highlight, reboot, click and drag, and launch
- 2. Place hands correctly on the keyboard
- 3. Demonstrate the use of the arrow keys, shift keys, caps lock key, tab keys, delete and backspace keys
- 4. Use a primary word processing program to type a sentence

5. Insert a graphic or object into a document
6. Use a scroll bar in a document
7. Create a one slide multimedia presentation
8. Use “save” and “save as” (with assistance) to save to home directory, common site directory, and floppy disk
9. Open a file from home directory or disk
10. Adjust volume control while in software programs
11. Print a document