

Understanding the First Grade Report Card

Literacy: Between the ages of 5 and 7, children learn how to read and write. Before children integrate the reading and writing skills in the context of Language Arts, they are engaged in the process of learning language, concepts about print and sound. These are developed through literacy skills. Literacy Skills include Decoding, Sight Word Recognition, Comprehension, Writing Focus, Writing Conventions, Encoding, and Handwriting. These literacy skills are core skills that foster a child's ability to grow in reading and writing.

Instructional Reading Level –is the level of text at which the student can make progress with instructional guidance. At this level, a student will read with 90-94% accuracy with excellent or satisfactory comprehension or 95%-100% accuracy with limited comprehension. The Instructional reading level engages the student in challenging but manageable text which enables the student to grow as a reader. Independent reading level is relatively easy text for the reader. It is the level at which a reader can read with 95%-100% accuracy with excellent or satisfactory comprehension. The instructional goal for the end of first grade is a level J.

Foundational Reading Skills:

Decoding:

- Ability to segment / blend
- Ability to apply phonics/decoding strategies to unknown words

Sight Word Recognition:

- Ability to automatically recognize non-decodable words in and out of context. By the end of first grade, students should be able to automatically recognize 150 sight words.

Comprehension: Uses a variety of strategies to understand and gain meaning of leveled texts.

- Ability to use print and illustrations to make meaning
- Ability to retell a story
- Ability to sequence a story
- Ability to use comprehension strategies (visualizing, making connections, making inferences/predictions, determining main ideas, questioning, monitoring understanding, synthesizing)

Foundational Writing Skills:

Writing Focus:

- Ability to write sentences related to one topic
- Ability to communicate ideas and information effectively through writing

Writing Conventions:

- Capitalization of dates, names of people, the first word of a sentence, and the pronoun I
- Punctuation including end marks

Encoding:

- Ability to spell sight words and trick words in all writing
- Ability to spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions in all writing

Handwriting is the legible reproduction of letters.

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Math: Math skills in first grade focus on problem solving, addition and subtraction, counting and sequences, measurement, geometric representation

Operations and Algebraic Thinking:

- Solve problems involving addition and subtraction
- Add and subtract within 20
- Addition and subtraction equations

Number and Operations:

- Counting sequence (by 2's, by 5's, by 10's, count backward by 1)
- Identifies place value in 2 digit numbers
- Reads and writes 2 digit numbers

Measurement and Data:

- Tell and write time (hour and half hour)
- Interprets graphing information
- Represent information using tally marks

Geometry:

- Identify attributes of 2-dimensional shapes

Science: Student uses scientific concepts; predicting, hypothesizing, observing, recording data, and drawing conclusions and demonstrates knowledge of scientific concepts in the units of organisms and weather.

Social Studies: Student demonstrates knowledge of and applies social studies concepts. Demonstrates knowledge of the physical characteristics of self and others through school, community, and family.

Learning Behaviors: Indicates the individual student's performance in the classroom setting. These learning behaviors have a direct correlation to a student's ability to achieve success, and are connected to our Responsive Classroom positive school-wide support plan C.A.R.E.S (Cooperation–Assertion–Responsibility–Empathy–self-control). These are positive behaviors that are needed as children develop, and are reflected in every aspect of their experience in school.

Progress is reported using the following descriptors:

SC = Secure – Secure means that the student consistently and independently meets expectations with grade level material. Student can independently apply understanding in different contexts.

DV = Developing – Developing means that the student requires support and prompting to be successful in meeting grade level expectations with grade level materials. Student can apply understanding in different contexts with support

BG = Beginning – Beginning means that the student requires intensive and consistent support and/or interventions to be successful with grade level materials. Student is not able to apply understanding in different contexts without intensive support.

NA = Not Applicable