



## 1st Grade Standards-Based Report Card

### Information for Parents Overview/Explanation

Every child grows and develops through stages at his/her own rate. Children in the same grade may differ widely. However, there are expectations (standards) for students to have mastered by the end of each year. This pamphlet reflects expectations in each curriculum area. The bold print on this document reflects the statements on the report card. The bullet points provide further explanation and concrete examples of each report card statement. Each trimester your child's teacher is looking for evidence that your child has mastered these skills so they can report that information to you. When families and teachers work together as partners, our children have the best opportunity to learn and succeed in school.

The State of Illinois requires that students receive instruction and master learning standards at each grade level. Achievement and learning behaviors are reported separately. A standards-based report card uses numerical levels to indicate performance based on student work when it is compared to models that meet the standards.

**4 = Exceeds standard**  
**3 = Meets standard**  
**2 = Does not yet meet standard**  
**1 = Warning: Significantly below standard**  
**NA = Standard not addressed this trimester**

## ACADEMIC READINESS AND ENGAGEMENT

- **Prepared**
  - Follows teacher's instructions.
  - Brings necessary materials.
- **Participates**
  - Engages in class activities, both individually and with others.
  - Asks and answers questions.
- **Collaborates**
  - Works in pairs or groups.
  - Shares responsibly and interacts respectfully.
  - Makes decisions with others through compromise.
  - Completes tasks with others.

## LIFE READINESS

- **Respectful**
  - Recognizes and listens to different perspectives.
  - Can describe similarities and differences between self and others.
  - Is accepting of people who are different from oneself.
  - Makes positive choices when interacting with others.
- **Responsible**
  - Can solve conflicts peacefully with adult support.
  - Can explain how one's actions affect others.
  - Takes ownership of one's own actions.
  - Listens to direction.
- **Safe**
  - Can identify own emotions and responds appropriately.
  - Works well with other students.
  - Can explain the rules and understands their importance.

## PLANNING INQUIRIES AND SOLVING PROBLEMS

Inquiry skills, science and engineering practices, and standards for mathematical practice.

- **Asking questions and making sense of problems:** Makes sense of problems, constructs compelling questions, and determine helpful types of sources.
  - **Inquiry Skill - Creating Essential Questions:** Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
  - **Inquiry Skill - Determining Helpful Sources:** Explore facts from various sources that can be used to answer the developed questions.
- **Gathering sources and using evidence:** Gather sources to use as evidence in order to support claims.
  - **Inquiry Skill - Gathering and Evaluating Sources:** Gather information from one or two sources with guidance and support from adults and/or peers.
  - **Inquiry Skill - Developing Claims and Using Evidence:** Evaluate a source by distinguishing between fact and opinion.
- **Communicating conclusions and taking evidence-based action:** Make informed inferences, determines actions supported by evidence, and is able to critique the reasoning of others.
  - **Inquiry Skill - Communicating Conclusions:** Ask and answer questions about arguments and explanations.
  - **Inquiry Skill - Taking Informed Action:** Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- **Perseverance and growth mindset:** Demonstrates perseverance throughout the learning process, seeking assistance and guidance in the face of adversity.

## READING LEVEL

Reading below grade-level (BLW), reading at grade level (AT), or reading above grade-level (ABV).

- Determined by student's benchmark on the spelling and word recognition assessment (Reading Horizon Discovery).
- Other Measures may include: Lexile or Fountas and Pinnell.

## INTEGRATED LITERACY

**CROSSCUTTING CONCEPTS:** Analyze texts, multimedia, and first-hand experiences through the appropriate Crosscutting Concept in order to make predictions or to draw inferences.

- **Trimester One**

- **Structure and Function:** Describe how the way things are designed relate to what they do.
- **Patterns:** Look for ways that things are the same, how things repeat in predictable ways, or how things can be grouped together.

- **Trimester Two**

- **Scale, Proportion, and Quantity:** Recognize differences in size and amount between objects and the magnitude of the differences in size and amount.
- **Systems and System Models:** Describe how several parts work together to make something larger function.
- **Flows, Cycles, and Conservation:** Following an object, idea, or individual as it moves through a series of events noting the way it changes and the ways it remains the same.

- **Trimester Three**

- **Stability and Change:** Recognizing that some things stay the same while others change, and that while some things change quickly, others may change slowly.
- **Cause and Effect:** Identify relationships between events and explain why these relationships exist.

**SCIENCE CONCEPTS:** Understands the concepts of life, physical, and earth/space science, and their interconnectedness.

- **Trimester One**

- **Life Science:** Explain that plants and animals have external parts which they use for various purposes which help them to survive.

- **Life Science:** Explain that animals have structures such as eyes and ears which allow them to gather information from the outside world, and animals respond to the message they receive in ways which help them survive.

- **Physical Science:** Explain that sound is caused by vibration.

- **Physical Science:** Explain that devices such as cell phones, radios, and computers can be used to pass information over long distances.

- **Earth and Space Science:** Explain how the sun, stars, and moon can be looked at to notice patterns which can help us make predictions about when/how these events will happen in the future.

- **Earth and Space Science:** Explain how the times of sunrise and sunset are observed in relation to the seasons.

- **Trimester Two**

- **Life Science:** Explain that plants and animals are capable of reproducing and often take steps to ensure children survive.

- **Trimester Three**

- **Life Science:** Explain that plants and animals share characteristics with their parents, but are not exactly the same.

- **Life Science:** Explain that members of the same species look similar but are not identical.

- **Physical Science:** Explain that objects can only be seen if they give off light or if light bounces off of them.

- **Physical Science:** Explain that a shadow is created if no light passes through an object.

- **Physical Science:** Explain that mirrors work by redirecting light.

**SOCIAL SCIENCE CONCEPTS:** Understands the concepts of civics, economics and financial literacy, geography, history, and their interconnectedness.

- **Trimester 1**

- **Civics: processes, rules, and laws:** Identify and explain how rules function in various settings, inside and outside of the school.

- **History: change, continuity, and context:** Create a chronological sequence of multiple events.

- **Change, continuity, and context:** Describe individuals and groups who have shaped a significant historical change.

## INTEGRATED LITERACY

### SOCIAL SCIENCE CONCEPTS (CONTINUED):

- **Trimester Two**

- **Geography: geographic representations:** Construct and interpret maps and other representations to navigate a familiar place.
- **Civics: civic and political institutions:** Explain how all people, not just official leaders, play important roles in a community.
- **Civics: processes, rules, and laws:** Identify and explain how rules function in various settings, inside and outside of the school.

- **Trimester Three**

- **Economics: economic decision making:** Explain and give examples of when choices are made that something else is given up.
- **Economics: financial literacy:** Explain how people earn pay or income in exchange for work.
- **Economics: economic decision making:** Describe the skills and knowledge required to produce certain goods and services.
- **History: perspectives:** Compare perspectives of people in the past to those of people in the present.

**READING CONCEPTS:** Reads closely to determine key ideas and details in a variety of grade level texts (Literature and Informational).

- Asks and answers questions about key details in a text.
- Retells stories, including key details, and demonstrates understanding of their central message or lesson.
- Describes characters, settings, and major events in a story, using key details.
- Identifies the main topic and retells key details of a text.
- Describes the connection between two individuals, events, ideas, or pieces of information in a text.

**READING CONCEPTS:** Uses knowledge of words to comprehend text.

- Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explains major differences between books that tell stories and books that give information, drawing on a wide range of text types.

- Identifies who is telling the story at various points in a text.
- Asks and answers questions to help determine or clarify the meaning of words and phrases in a text.
- Knows and uses various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text.

**READING CONCEPTS:** Integrates various print resources to make connections, comparisons, and understand texts.

- Uses illustrations and details in a story to describe its characters, setting, or events.
- Compares and contrasts the adventures and experiences of characters in stories.
- Uses the illustrations and details in a text to describe its key ideas.
- Identifies the reasons an author gives to support points in a text.
- Identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## FOUNDATIONAL LITERACY

In grade 1, student foundational literacy skills focus on the following criteria:

- Reads with purpose and understanding of 1st grade material.
- Understands how books and words are organized.
- Understands spoken words and sounds.
- Uses foundational literacy skills to decode (read) words.
- Reads between 19-39 words per minute by the end of trimester two.
- Reads between 50 -70 words per minute by end of trimester three.

## WRITING

Writes opinion, informative/explanatory, and narrative pieces for a variety of audiences.

- Writes multi-sentences that cover one topic.
- Uses topic sentences, opinion statements, and closing statements to create a variety of writing genres: Informative, Opinion, Narrative.

*Develops and strengthens writing by planning, revising, editing, and rewriting.*

- Adds details to writing.
- Uses matching noun and verb combinations.
- Uses adjectives.
- Capitalizes dates and names of people.
- Uses end punctuation.
- Transfers foundational literacy skills to writing.

*Uses technology to produce and publish writing as well as to interact and collaborate with others.*

- Uses the internet, Google, or microsoft for producing, publishing writing, and collaboration.

Writes on various topics and for various purposes.

- Narrative, Opinion, Informative.
- Writing in response to reading.
- Communication (email, Google...).

*Demonstrates use of standard English grammar when writing or speaking.*

- Communicates effectively in formal and informal writing.
- Speaks effectively for situations and audiences.
- Continues conversation through multiple exchanges.
- Asks and answers questions, gets clarification.
- Follows group norms for discussions.
- Produces complete sentences appropriate to task and situation.

## MATHEMATICS

In Grade 1, student learning focuses on four critical areas:

- Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.
- Developing understanding of whole number relationships and place value, including grouping in tens and ones.
- Developing understanding of linear measurement and measuring lengths as iterating length units.
- Reasoning about attributes of shapes, and composing and decomposing geometric shapes.

## MUSIC

*Interprets, refines, and presents musical selections.*

- Uses feedback to improve performance.
- Performs a variety of music with appropriate expression.
- Demonstrates understanding of music vocabulary and notation.

*Creates and develops personal musical ideas.*

- Creates music based on musical decisions.
- Improvises rhythms and melodies.
- Notates or records musical ideas.

*Responds to music using a variety of strategies.*

- Selects music based on personal preferences.
- Identifies the feelings or ideas being expressed in a piece of music.
- Uses musical knowledge and vocabulary to explain musical preferences.
- Identifies and demonstrates expressive qualities in music.

*Explores connections between music and the world.*

- Explains how music connects to the world.
- Explains personal connections to music.
- Selects and shares music with peers.

## VISUAL ARTS

*Conceptualizes and generates artistic work.*

- Uses a variety of media safely and correctly to create art.
- Plans to make art through observation and investigation.
- Synthesizes ideas from a variety of sources to create art.
- Works with others to solve artistic challenges.

*Explores and demonstrates the relationship between art and the world.*

- Describes the relationship between art and life experiences.
- Identifies places or objects of personal significance.
- Creates artwork based on observation of real-world places, objects, events, and experiences.
- Creates artwork that represents a personal narrative.

*Applies criteria to analyze and interpret art.*

- Uses art vocabulary to identify and describe the subject of artwork.
- Uses art vocabulary to talk about personal artistic choices.

## PHYSICAL EDUCATION

*Demonstrates understanding of movement patterns and concepts.*

- Understands and demonstrates control for fundamental movement patterns and manipulative skills.
- Performs basic movement patterns at moderate to vigorous level during physical activity.
- Understands and demonstrates spatial awareness.

*Identifies and demonstrates health-enhancing activities and describes the effects of physical activity on the body.*

- Identifies characteristics of health and skill related fitness.
- Participates in physical activity to increase fitness levels.
- Identifies and explains the effects of physical activity.
- Identifies and works to meet a realistic fitness goal.

*Follows directions and demonstrates safe movement during activities and gameplay.*

- Demonstrates safe movement and follows directions with teacher reinforcement.
- Works independently and collaboratively to complete a task.

