

First Grade

The Family Report Card Guide is intended to provide additional information about what students learn in each grade level. The report card is a reflection of student performance based on grade level expectations. If you have additional questions about your student's progress, please reach out to their classroom teacher.

Math

Frequently Asked Questions
What is <i>fluency</i>? Fluency is the ability to apply procedures/strategies efficiently, flexibly, and accurately to solve problems involving addition and subtraction. It is possible for a student to be fluent even if they have not memorized all of their facts. For example, a student might think of $5 + 7$ as $5 + 5 + 2$, which equals 12. They might not have produced the answer from memory, but they did use a strategy that was efficient, flexible, and accurate.
What <i>math facts</i> do first graders learn? By the end of the year, first graders fluently add and subtract within 10. They expand this to add and subtract within 20, which they will further develop in second grade.
What do first graders learn about <i>place value</i> and <i>addition</i>? (Number and Operations) Students learn about the ones and tens place values. They learn to add a two-digit number with a one-digit number, and a two-digit number with a multiple of ten. Sometimes this addition requires regrouping ("carrying").
How are first graders <i>measuring length</i>? (Measurement and Data) Students learn to measure informally by laying multiple copies of an object (i.e. paperclips, cubes) end-to-end with no gaps or overlaps.
What does it mean to <i>reason</i> with shapes and their attributes? (Geometry) Students develop a deeper understanding of shapes by identifying, creating and describing shapes based on their attributes (sides, corners, faces, points).

Literacy

Literacy: Foundational Skills
What does it mean to identify <i>basic features of print</i>? Basic features of print refers to a student's understanding and awareness of how printed language works. Basic features of print continue to build upon the concepts of print mastered in Kindergarten. In first grade, students should be able to recognize the organization of a sentence, such as capitalization, spacing between words and that sentences end with punctuation.
What are <i>prerequisite individual sound awareness skills</i>? Phonemic awareness is a subset of phonological awareness and refers to the ability to recognize and manipulate individual phonemes (the smallest units of sound) in spoken language. An example is the individual sounds in the word "cat" are /c/ /a/ /t/. Having an understanding of individual speech sounds allows students to move into reading words based on their knowledge of the sounds that letters and letter combinations make.

What are *grade-level phonics skills*?

Phonics refers to the relationship between sounds and the letters that represent them. Using phonics skills allows students to read, and write, words by understanding the sounds of letters and letter combinations.

By the end of first semester, first grade students should be able to use the following phonics patterns to help them sound out and write words:

- **Short Vowel Sounds:** These vowel sounds include: /a/ as in apple, /e/ as in echo, /i/ as in itch, /o/ as in octopus and /u/ as in up.
- **Blends:** A blend is when two or more consonant letters occur together in a word, and each consonant letter makes its own sound, without a vowel sound in between them. Examples include, s-blends (sn- as in snap), t blends (tr- as in tree), l blends, (bl- as in blanket), r blends (cr- as in crab) and
- **Consonant Digraphs (continued in Semester 2):** A consonant digraph is a pair of consonant letters that come together to create a single sound. Examples include, ch- as in chair, sh- as in shoe, th- as in think, wh- as in whale and -ck as in sock.

By the end of second semester, first-grade students should be able to use the following phonics patterns to help them sound out and write words:

- **Consonant Digraphs (continued from Semester 1)**
- **Floss Rule:** The floss rule is defined as the letters f, l, s, and z are doubled at the end of a word after a short vowel. The doubled consonant is pronounced as 1 sound. Examples include, -zz as in buzz, -ff as in puff, -ll as in well, and -ss as in floss.
- **Silent E Long Vowel Sounds:** Long vowel silent-e words have a single vowel, a single consonant, an e at the end, and the vowel sound is long. These vowel sounds include /a/ as in cake, /e/ as in theme, /i/ as in bike, /o/ as in rope and /u/ as in rule.
- **Phonograms:** A phonogram is a series of letters that represents 1 or more sounds. The vowel sound changes in a phonogram. Examples include: -ing as in ring, -ang as in bang, -ild as in child, -all as in fall or -ost as in most.

What does it mean to *read grade-level text accurately and fluently with purpose*?

This refers to a student's ability to read and comprehend appropriate and decodable first-grade level text. **Accurately** refers to correctly identifying and pronouncing words while reading. **Fluently** refers to the pace, how fast or slow, in which a student reads. **With purpose** refers to a student's ability to understand why they are reading a text to help them better understand what they are reading, such as to learn more information about a topic.

Literacy: Written Expression

What does *written expression* include?

Written expression effectively conveys ideas, thoughts, and feelings through writing.

Narrative: Development & Organization

Students write stories by describing two or more events in order, adding details about what happened, using time-related words, and ending with a conclusion.

Informative/Explanatory: Development & Organization

Students write informative pieces by choosing a topic, sharing facts about it, and wrapping up the information with a conclusion.

Opinion: Development & Organization

Students write opinions by introducing the topic or book, stating their opinion, giving a reason, and providing closure.

Literacy: Language**What does it mean to *print letters with correct formation and line orientation*?**

This area is commonly thought of as handwriting. Handwriting is made up of both correct letter formation and line orientation. Correct letter formation refers to a student's ability to write individual letters in terms of their shape, size and direction. Line orientation refers to whether or not a student places letters correctly on the writing lines and uses correct spacing between words.

What is *academic vocabulary* while speaking and/or writing?

Academic vocabulary means the specific words and phrases students must learn to understand, talk, and write about school subjects. These words are more complex than everyday language and are essential for success in various academic subjects.

What are *learned spelling patterns*?

Learned spelling patterns are combinations of letters or letter sequences students have been taught through direct phonics instruction (see "What are grade level phonics skills?" for specific patterns covered each semester). As a result of this direct phonics instruction, students should be able to read and write words with these taught phonics patterns.

Understanding and utilizing these patterns serve as a basis for accurate and efficient spelling. Once these learned spelling patterns are taught, it is expected that a student is able to correctly spell and write words with these patterns.

SEL**Frequently Asked Questions****Why are we assessing students in Social Emotional Learning (SEL)?**

It is important to have a holistic view of a student's development beyond academic skills. While teachers monitor the development of their student's SEL skills, they are able to determine which students may need support in certain areas. Teachers are then able to target necessary skills for their students to develop such as; self-control, empathy, cooperation, and problem solving which are skills that are foundational to academic success. Grading social-emotional learning in elementary school is essential for fostering holistic development, identifying areas of growth, setting expectations, encouraging improvement, and preparing students for future success.

Where can I find more information about the Washington State SEL Standards?

[Washington State SEL Standards, Benchmarks, and Indicators](#)

The benchmarks and indicators for the standards are in grade level bands (K-3). Is my 1st grade student assessed at the same level as a third grade student?

Rather than comparing a 1st grade student to a third grade student. A student is assessed in comparison to their same-aged peers in the developmental continuum of SEL skills.

What does it mean to regulate emotions?

Recognizing how you are feeling and expressing that feeling in a safe and respectful way. Regulating emotions does not mean suppressing feelings. Rather it is about finding appropriate outlets for how you are feeling. Regulating emotions also involves the use of coping strategies and other problem-solving skills.

Students are taught to:

- 1) Stop- Notice you are feeling uncomfortable
- 2) Name your Feeling- Use an I-feel statement to self or someone else
- 3) Calm Down- Use a strategy that is safe and respectful (breathing, counting, positive self-talk)

What does it mean to take the perspective and empathize with others?

Understanding and considering another person's thoughts, feelings, and point of view. This is explained to students as putting yourself in someone else's shoes. Students are taught to look for clues about how someone else is feeling by noticing facial expressions, body language and what the situation is. Then, they are to think about how they might feel in a similar situation and how their feelings might be the same or different from others. Students are also taught to think about what they can do next after they notice how someone else is feeling.

What is self-efficacy?

Confidence that you have the skills, knowledge, and resilience to succeed in most academic and social situations. This also involves persevering when faced with a challenge or a task and viewing mistakes as opportunities for learning.

What does it mean if my student is scored as developing in a Social-Emotional Learning Skill?

A student who requires a significant amount of support and prompting compared to same-aged peers would receive a score of developing. With this significant level of teacher support the student rarely demonstrates these skills independently (0-33% of the time).

What does it mean if my student is scored as sometimes in a Social-Emotional Learning Skill?

A student requires a moderate level of support and prompting compared to same-aged peers. With this increased level of teacher support the student sometimes demonstrates these skills independently (34-67% of the time).

What does it mean if my student is scored as consistently in a Social-Emotional Learning Skill?

A student requires a minimal level of support and prompting compared to same-aged peers. With this level of teacher support the student almost always demonstrates these skills independently (68-100% of the time).

What resources do teachers use to teach Social-Emotional Learning?

All classroom teachers K-5 have access to a curriculum called Second Step. This curriculum covers all of the SEL standards and benchmarks through the teaching of four main units.

1. Skills for Learning: Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.
2. Empathy: Students learn to identify and understand their own and others' feelings. Students also

learn how to take another's perspective and how to show compassion.

3. Emotion Management: Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.

4. Problem Solving: Students learn a process for solving problems with others in a positive way

Second Step Family Letter

Science

Frequently Asked Questions
What is the definition of “claim”? An assertion; a statement believed to be true; an answer to the phenomena (scientific concept being studied) question.
What is the definition of “evidence”? The data, scientific concepts, and facts that are used to support the claim.