

School Name
 School Address
 School Phone
 Academic Year

Guardian Name
 Guardian Address

| |
|------------------------|
| Student Name: |
| Student Number: |
| Teacher Name: |
| Date Printed: |

FIRST GRADE APPROACH TO LEARNING

C = Consistently demonstrates this skill.
 I = Inconsistently demonstrates this skill.
 R = Rarely demonstrates this skill. Academic progress is affected.

| APPROACH TO LEARNING | S1 | S2 |
|--|----|----|
| Self-Awareness | | |
| Self-Management | | |
| Social Awareness | | |
| Relationship Skills | | |
| Responsible Decision-Making | | |
| Do absences/tardies negatively affect your child's progress? | | |

| LITERACY | S1 | S2 |
|--|----|----|
| Manipulate parts of spoken words. | | |
| Decode words with phoneme-grapheme correspondences. | | |
| Encode words with phoneme-grapheme correspondences. | | |
| Read accurately and automatically. | | |
| Identify the topic of an informational text, photograph, or illustration. | | |
| Identify characters, setting, and plot in a literary story. | | |
| Write informative pieces that include a detail about the topic. | | |
| Write opinion pieces on a topic using a reason to support the opinion. | | |
| Write narrative pieces that describe a single event with a beginning, middle, and end. | | |
| Compose simple sentences. | | |
| Recognize and use parts of speech in sentences. | | |

| SCIENCE | S1 | S2 |
|--|----|----|
| Science | | |
| Demonstrates and applies knowledge of key concepts | | |
| Explores process of science inquiry | | |

| MATH | S1 | S2 |
|--|----|----|
| Count forward by ones and ten from any given point within 120. | | |
| Count backward by ones and tens from a given number within 120. | | |
| Understand that the two digits of a two-digit number represent a composition of some tens and some ones. | | |
| Add within 100 using a two-digit number and a one-digit number using strategies that reflect place value understanding. | | |
| Automatically add and subtract within 10. | | |
| Solve addition and subtraction problems, including unknowns, within 20. | | |
| Name shapes and identify them as two-dimensional. | | |
| Name shapes and identify them as three-dimensional. | | |
| Tell and write time to the hour and half hour using analog and digital clocks. | | |
| Identify and tell the value of a dollar bill, quarter, dime, nickel and penny | | |
| Count collection of coins (pennies, nickels, and dimes) relating to counting patterns by 1s, 5s, and 10s up to one dollar. | | |

| SOCIAL STUDIES | S1 | S2 |
|--|----|----|
| Social Studies | | |
| Demonstrates and applies knowledge of key concepts | | |

| VISUAL ARTS | S1 | S2 |
|--|----|----|
| Demonstrates respect for art, people, and art materials | | |
| I can identify pattern in an artwork | | |
| I can take my time to create and prepare work for presentation | | |
| I can demonstrate proper handling of glue. | | |
| I can demonstrate mixing primary colors to make secondary colors. | | |
| I can demonstrate proper scissor grip and successfully cut on a curve. | | |

| MUSIC | S1 | S2 |
|---|----|----|
| Displays a positive attitude and follows directions during music activities | | |
| Responds to musical changes using grade level vocabulary | | |
| Performs grade level melodies | | |
| Performs grade level rhythms | | |
| Creates musical patterns using grade level rhythm and melodies | | |

| PHYSICAL EDUCATION | S1 | S2 |
|------------------------------------|----|----|
| Motor Skills | | |
| Participation | | |
| Movement Concepts | | |
| Personal and Social Responsibility | | |

Motor Skills

Gallops using a mature pattern.

Movement Concepts





Differentiates between fast and slow speeds.

Standards and Grade Level Essential Learning Outcomes (ELOs)

The North Dakota standards provide a road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication. Fargo teachers have prioritized standards for every grade level in order to ensure a guaranteed and viable curriculum for all students. Student progress on grade level *Essential Learning Outcomes* (ELOs) is reported at the end of each semester.

End of Year Learning Goals

Because grade level essential learning outcomes (ELOs) are end of year goals, parents and students will typically see scores of 1 or 2 in the first semester. Students practice new knowledge and skills until they can perform grade level ELOs independently. While students learn in different ways and at different rates, our goal is to reach proficiency by the end of the year and challenge students with applications of deeper learning when they demonstrate proficiency sooner.

| | | | | | |
|--|--|----------|------------|---|--|
|  |  | | |  |  |
| Adult holds on to help balance | Adult is close at hand to guide and support | | | End of Year Goal: Rides Alone | Sharp turns and high speed hills |
| 1 | 1.5 | 2 | 2.5 | 3 | 3.5 4 |

What is a 4?

Some students are able to reach proficiency sooner than expected, and may be able to work on a more in-depth application of the ELO. These levels do not represent achievement of ELOs at the next grade level. Students who are able to provide evidence of their learning at this level will receive a 3.5 or 4.

Student Name:
Student Number:
Grade Level: 1

| 2023-2024 | | |
|-------------------|-----------|-----------|
| Attendance | S1 | S2 |
| Days Absent | | |
| Times Tardy | | |
| Days Enrolled | | |