

ACHIEVEMENT LEVELS

A = AT OR ABOVE - No assistance is needed, student independently demonstrates understanding.

Trimester 1 & 2: Student is expected to meet the standards if the present level of excellent & independent performance continues.

Trimester 3: Student consistently demonstrates excellent achievement of the standards. Student shows an in-depth knowledge of the concepts and skills included in the Common Core State Standards. Student makes insightful connection to other ideas and concepts. Student grasps, applies and extends the key concepts and skills.

M = MINIMAL ASSISTANCE IS NEEDED

Trimester 1 & 2: Student is expected to meet the standards if the present level of acceptable & minimally assisted performance continues.

Trimester 3: Student demonstrates acceptable achievement of the standards. Student shows a solid knowledge of the concepts and skills included in the Common Core State Standards. Student uses appropriate strategies to solve problems. Student grasps and applies key concepts and skills.

P = PROGRESSING: NEEDS ASSISTANCE

Trimester 1 & 2: Student is expected to meet the standards if the present level of performance consistently improves.

Trimester 3: Student demonstrates minimal achievement of the standards. Student shows partial understanding of the concepts and skills included in the Common Core State Standards. Student is beginning to demonstrate, grasp and apply an understanding of the concepts and skills.

N = NEEDS IMPROVEMENT

Trimester 1 & 2: Student is NOT expected to meet the standards unless the level of performance dramatically improves.

Trimester 3: Student demonstrates an extremely limited or unacceptable achievement of the standards. Student needs additional learning opportunities to achieve an increased understanding of the concepts and skills. Student has difficulty grasping, applying key concepts and skills.

X = NOT YET COVERED**WORK HABITS**

C = CONSISTENTLY

MT = MOST OF THE TIME

S = SOMETIMES

R = RARELY

ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS

Foundational Skills for Reading

Reads Two-Syllable Words: In 1st grade, students begin to apply their knowledge of phonics rules to read simple two-syllable words (e.g., sunset, going).

Reads with Accuracy, Fluency, and Understanding in Grade Level Text: Students read increasingly challenging text appropriate for their reading level and the grade level. They are able to read the text with expression at an appropriate rate and then retell what they read in the independently read text.

Reading Comprehension

Responds to Questions in Fiction and Nonfiction: Students learn to respond to questions about important details in stories and in nonfiction informational texts.

Describes Plot, Setting, Character & Central Ideas in Fiction: Students learn to independently retell the major events of the plot, and to describe the settings, characters, problems, and solutions of stories.

Compares Fictional Stories: Students compare and contrast the adventures and experiences of characters in a variety of texts identifying how they are the same and how they are different.

Retells Central Ideas of Nonfiction: Students learn to identify the main topic and retell important details based on information in the words, the pictures, and any other charts. They describe how two people, events, or ideas are connected (e.g., which one was first, which one caused the other).

Compares Information On a Topic: Students compare and contrast information about a single topic, including which details and ideas are the same and which are different.

Writing

Writing: Students write opinions about favorite things, information, and how-to pieces in which they name a topic, supply details, and provide a sense of closure. They write narrative stories about personal experiences in which they describe what happened and use sequence words (e.g., after, later, earlier).

Maintains Focus When Writing: Throughout the writing, students learn to maintain a consistent focus. In an informational or opinion piece, the topic/opinion is named, details are supplied, and the piece is ended with a related closing. In a narrative, young writers learn to tell the story from beginning to end without adding in unrelated details.

Includes Some Details and a Sense of Closure: Students add description that helps to explain ideas, events, and experiences. The writing has some sense of closure related to the topic of the writing.

Uses Information & Resources from Class Lessons in Writing:

Students not only receive instruction to improve their writing, they also participate in lessons that produce shared research, such as information they can use in their writing. In addition, classrooms have resources posted to assist students in the production of writing that students are expected to use. Over time, students are expected to use these resources independently.

Prints Letters with Proper Letter Formation: First grade students learn to form letters correctly as formation is an important awareness of how letters look and how small differences are important in spelling and written communication (e.g., the only difference between an “n” and an “h” is the height of the stick).

Language

Uses Correct Grammar: In 1st grade, students learn to use basic nouns and verbs in simple sentences (e.g., I hop, he hops, we hopped) when speaking and writing, conjunctions (e.g., and, but, or, so, because), and frequently occurring adjectives (e.g., color and size words).

Capitalization and Punctuation: Students are expected to write their own name with a capital letter at the beginning and all lowercase letters thereafter. In addition, they were expected to capitalize the first letter of sentences and the word I by the end of Kindergarten. In first grade, they continue to work on consistent capitalization and learn that all names are capitalized as are dates. They continue to add ending punctuation to each sentence and learn when to use a period, question mark, and an exclamation mark.

Spells Words with Common Patterns Conventionally: First grade students learn to spell and use common word patterns (e.g., -at/cat, -end/send, -ike/bike). Initially, those patterns may include very simple CVC words, but the patterns get more complex across the year and include blends (e.g., -nd) and silent letters (e.g., ea as in eat).

Spells Sight Words: These are words that are frequently used in writing (e.g., the, they, went, what) that cannot be sounded out. They must be learned so writers can easily write these words from memory.

Uses Taught Vocabulary When Speaking and Writing: Students learn new words across the day in all subjects and are expected to use those new words when talking with others and when writing.

Speaking and Listening**Participates in Conversations of Multiple Exchanges:**

Students learn how to discuss a variety of topics with others by not only sharing ideas but also responding to others' ideas in a conversation of multiple exchanges that goes beyond just a question and response.

**MATHEMATICS**

COMMON CORE STATE STANDARDS

First grade students add and subtract to solve word problems with numbers up to 20. They understand the meaning of the equal sign and learn to count to 120. Students use place value understanding to compare two-digit numbers up to 100. Students use rulers and tapes to measure lengths, and they make and understand simple graphs. Students tell and write time in hours and half-hours using analog and digital clocks. Finally, they put together and take apart geometric shapes.

Here are some of the typical mathematical questions /tasks first graders work on in class. These are also great for asking/doing at home.

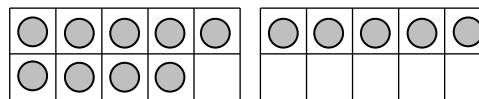
Operations and Algebraic Thinking

Which number is missing? [Example: $8 + \underline{\quad} = 15$]

What number sentence undoes $4 + 8 = 12$?

“Make ten” to solve “ $9 + 5$ ” in the ten-frame [make $10 + 4$].

$$9 + 5 = ?$$



Five plus 8 is 13. What other addition problems equal 13? Ana had 8 marbles. Lee had 6 more. How many did Lee have? Marla had 6 stickers. Gina gave her some more and now Marla has 14. How many stickers did Gina give her? Are these equations true or not? How do you know? [Examples: $4 + 6 = 10$; $7 - 1 = 8$]

Number and Operations in Base Ten

Start at 85 and count up.

How many tens are in 70 [or in 65, or in 13, or in 100]? What is ten less [or ten more] than 48 [or 17, or 95]? How do you know?

[Using cubes or a drawing] Show how to add $36 + 8$ [or $25 + 30$]. [Using cubes or a drawing] Show how to subtract $70 - 20$ [or $50 - 30$].

Measurement and Data

Which [of these three objects] is tallest?

How many paper clips long is this pencil?

What time does the clock say? [To the hour and half-hour only] How do you write “9 o'clock” using numbers?

Organize these books: sports/science/fairy tales. How many more “sports” than “science”?

Geometry

Use your triangle [or other shape] tiles to build a hexagon [or other shape].

Divide up this trapezoid into squares and triangles. Use your cubes to build a shape like this [rectangular solid]. Show how to cut this circle [or rectangle] into halves [or fourths].