

Encinitas Union School District Grade 1 Report Card 2025-2026

Student: _____
 Grade: _____
 Teacher: _____
 Principal: _____
 Days Absent: _____
 Days Tardy: _____



Encinitas

UNION SCHOOL DISTRICT

Learner Profile: Overview of Components

| | |
|--|---|
| <p>Skilled Communicator Learners compellingly speak, write, and present information with clarity to a variety of audiences.</p> | <p>Confident Collaborator Learners collaborate skillfully with others to pursue and achieve shared goals.</p> |
| <p>Empowered Learner Learners passionately pursue their interests by directing their own inquiry and learning.</p> | <p>Global Citizen Learners are culturally aware and environmentally responsible, making a positive impact on their community and world.</p> |
| <p>Innovative Thinker Learners solve complex problems by critically evaluating information, taking risks, and exploring novel ideas and solutions.</p> | <p>Wellness Advocate Learners promote mental, social, and physical well-being for themselves and others.</p> |

Learner Profile Strength

| Semester 1 | Semester 2 |
|------------|------------|
| | |

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| ACADEMIC PERFORMANCE KEY |
|--|
| PR Proficient: The student is meeting expectations in these standards by consistently demonstrating understanding and is able to apply these standards in various contexts. |
| DE Developing: The student is making progress toward understanding these standards and is able to demonstrate them in some contexts. |
| EM Emerging: The student is just beginning to understand these standards. |
| NA Not Assessed: These standards were not in focus this semester and therefore not assessed. |

| ENGLISH LANGUAGE ARTS | S1 | S2 |
|--|--------------------------|--------------------------|
| READING | | |
| <i>Foundational Skills</i> | | |
| Print Concepts - Understand how books and print work (e.g., reading left to right, top to bottom) | <input type="checkbox"/> | <input type="checkbox"/> |
| Phonological Awareness - Tell the difference between short and long vowel sounds - Blend sounds together to make words - Identify beginning, middle, and ending sounds in words - Break words into individual sounds | <input type="checkbox"/> | <input type="checkbox"/> |
| Phonics and Word Recognition - Use letter sounds to read and spell words - Read common word patterns and sound combinations - Decode (sound out) simple words - Recognize vowel patterns like silent "e" and vowel teams - Break longer words into syllables to read them - Read words with endings like -s, -ed, and -ing - Recognize and read common sight words | <input type="checkbox"/> | <input type="checkbox"/> |
| Fluency - Read quickly and accurately to understand what they are reading | <input type="checkbox"/> | <input type="checkbox"/> |
| Literature & Informational Text Key Ideas & Details - Ask and answer questions about a story or text - Describe characters, settings, and events of story using important details | <input type="checkbox"/> | <input type="checkbox"/> |

| READING cont. | S1 | S2 |
|--|-----------|-----------|
| Craft & Structure - Understand the difference between fiction and informational texts | | |
| Integration of Knowledge and Ideas - Identify reasons an author gives to support their ideas - Compare and contrast two texts on the same topic | | |
| WRITING | | |
| Text Types and Purposes | | |
| Opinion Writing - Write an opinion and give at least one reason to support and a conclusion | | |
| Informational Writing - Write an informational text with a clear topic, facts, and a conclusion | | |
| Narrative Writing - Write stories with 2-3 events in order, using details and transition words | | |
| Writing Process and Research - Improve writing by adding details and making changes with support from peers and/or adults Participate in shared research and writing projects | | |
| LANGUAGE CONVENTIONS | | |
| Grammar and Conventions - Use correct grammar when speaking and writing which includes for writing: correct capitalization, punctuation, and spelling with support | | |

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| LISTENING AND SPEAKING | S1 | S2 |
|--|--------------------------|--------------------------|
| Comprehension and Collaboration - Take part in group discussions with classmates and adults - Ask and answer questions about stories and information heard in different formats | <input type="checkbox"/> | <input type="checkbox"/> |
| MATH | | |
| Operations and Algebraic Thinking - Solve simple addition and subtraction problems - Understand how addition and subtraction are related - Add and subtract numbers up to 20 | <input type="checkbox"/> | <input type="checkbox"/> |
| Number and Operations in Base Ten - Count to 120 in order - Understand tens and ones in numbers - Use place value to help with adding and subtracting | <input type="checkbox"/> | <input type="checkbox"/> |
| Measurement and Data - Compare and measure lengths using objects - Tell and write time on a clock to the hour and half-hour - Organize and understand simple graphs and charts | <input type="checkbox"/> | <input type="checkbox"/> |
| Geometry - Recognize and describe 2D and 3D shapes - Combine simple 2D or 3D shapes to make new, more complex shapes | <input type="checkbox"/> | <input type="checkbox"/> |
| MATHEMATICAL PRACTICES | | |
| Mathematical Practices - Explain their math thinking - Use tools, drawings and modeling to solve math problems and to represent conceptual understanding | <input type="checkbox"/> | <input type="checkbox"/> |

| SOCIAL SCIENCES | S1 | S2 |
|--|--------------------------|--------------------------|
| History/Social Sciences - Rights and responsibilities of citizenship - U.S. symbols, traditions, and their meaning - Describe the people and cultures in different communities - Life Long Ago vs Today | <input type="checkbox"/> | <input type="checkbox"/> |
| SCIENCE | | |
| Science <i>Plants & Animals</i> - Learn how plants and animals use their parts to survive - Determine similarities and differences between parents and offspring <i>Light & Sound</i> - Explore how light and sound travel can be used for communication <i>Patterns in the Sky</i> - Observe and describe patterns of the sun, moon, and stars in the sky | <input type="checkbox"/> | <input type="checkbox"/> |

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| <i>Habits of Working and Learning</i> | S1 | S2 |
|--|----|----|
| Follows directions | | |
| Transitions between activities | | |
| Completes high quality work demonstrating their best effort | | |
| Keeps materials organized | | |

| Grade Scale |
|----------------------|
| PR Proficient |
| DE Developing |
| EM Emerging |

Semester 1 - Teacher Comments

Large empty rectangular box for Semester 1 teacher comments.

Semester 2 - Teacher Comments

Large empty rectangular box for Semester 2 teacher comments.