

1st Grade

Report Card
Guide Now
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Redding School District

Sections:

1. **College and Career Readiness**
2. **English Language Arts Standards**
3. **Mathematics Standards**
4. **Next Generation Science Standards**
5. **Social Studies Standards**
6. **Report Card Guide**



*“Let us think of education as the means of
**Developing our
greatest abilities,**
because in each of us there is a private
Hope and Dream
which, fulfilled, can be translated into benefit for
everyone and greater strength for our nation.”*

*John F. Kennedy
35th President of the United States*



Section 1: College and Career Readiness



College and Career Readiness

The Keys to Being Prepared

The Definition:

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. Being college ready and being career ready are similar, but not necessarily the same. More and more jobs require some amount of post-high school training, and, in any event, all workers are going to need to be adaptive learners throughout their careers to cope with changes to their jobs and the way they work. Some notable differences finds College readiness meaning the ability to complete a wide range of topics and courses leading to a degree and Career readiness referring to a more specific course of study for a certificate or job attainment. Additionally, many of the attitudinal characteristics necessary for success in the workplace are also needed for College or Career studies.

LEARN
Cognitive
Strategies

KNOW
Content
Knowledge

APPLY
Skills and
Techniques

SEEK
Transition
Knowledge

These are the ways of thinking for college level or productive career work.

Problem formulation

- Hypothesize
- Strategize

Research

- Identify
- Collect

Interpretation

- Analyze
- Evaluation

Communication

- Organize
- Construct

Precision & accuracy

- Monitor
- Confirm

Refers to the “big ideas” from core subjects that all students must know.

Structure of knowledge

- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts

Attitudes Toward Learning

- Learning content is a challenge
- Content is valued
- Effort
 - Intelligence is changed through increased effort
 - Under the students control

Technical knowledge and skills

Self attitudes and habits necessary for success at college or career work.

Ownership of Learning

- Goal setting
- Grit/Perseverance
- Self-awareness
- Motivation
- Help seeking
- Progress monitoring
- Self-efficacy

Learning techniques

- Time management
- Test taking skills
- Note taking skills
- Memorization/recall
- Strategic reading
- Collaborative learning
- Technology proficiency

Information to successfully navigate to a college or career after high school.

Post High School awareness

- Ambitions
- Norms/culture

Postsecondary costs

- Tuition
- Financial aid

Admittance

- Eligibility
- Admissions
- Program

Career awareness

- Requirements
- Readiness

Role and Identity

- Role models

Self-advocacy

- Resource acquisition
- Institutional promotion



First Grade - College and Career Readiness

The Keys to Being Prepared

How can I know that my child is on track during First Grade?

LEARN
Cognitive
Strategies

KNOW
Content
Knowledge

APPLY
Skills and
Techniques

SEEK
Transition
Knowledge

(Problem formulation)

⇒ Child will think through and attempt to solve simple problems

(Knowledge Building)

⇒ Child is meeting targeted Reading Standards by hitting RSD cut scores.

(Ownership-Set Goals)

⇒ Child understands how to set simple goals and work to achieve them.

(Post High School Awareness)

⇒ Child understands the terms: college, campus, achieve, career, goal, graduate, university.

(Research)

⇒ Child can think of a person, place or item to help solve problems.

(Characteristic-Effort)

⇒ Child is giving effort in all work
⇒ Child will take on a challenge.

(Learning-Motivation)

⇒ Child will be self motivated and complete tasks even when it isn't interesting.

(Career Awareness)

⇒ Child and family read books or articles about jobs.

(Precision / Accuracy)

⇒ Child is producing work that is increasing in quality as the year progresses.

(Self-Efficacy)

⇒ Child has confidence in their own ability to complete tasks.

(Career Awareness)

⇒ Child learns about jobs through every day connections (store, driving, trips, etc.)

(Learning Techniques)

⇒ Child works well with others.
⇒ Child uses technology for producing items and not just games.

(Role & Identity)

⇒ Child thinks of themselves as a person who can learn.

Section 2: English Language Arts Standards

*“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go*

Dr. Seuss

English Language Arts



English-Language Arts-Highlights of the Common Core State Standards

The CCSS for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by grade span for high school.

For kindergarten through grade five, the reading standards include foundational skills that foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language.

Standards for literacy in history/social studies, science, and technical subjects provide additional specificity about the application of reading and writing standards to subject area content.

At each grade level and grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history-social sciences, science, and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Both writing and collaborative conversations about grade level topics and text provide students opportunities to practice using new vocabulary.

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.

What differences will I see in my student’s assignments and how can I help? The new Common Core State Standards make several important changes to current standards. These changes are called shifts. Below you will see what these shifts change and what you can do to help your student at home.

English Language Arts

What’s Shifting?	What to Look for?	What Can You Do?
Your student will now read more non-fiction in each grade level.	Look for students to have more reading assignments based on real-life events, such as biographies, articles and historical stories.	Read non-fiction books with your children. Find ways to make reading fun and exciting around learning new things.
Reading more non-fiction texts will help your student learn about the world through reading.	Look for your student to bring home more fact-based books about the world. For instance, your 1st grader or Kindergartener might read Clyde Robert Bulla’s <i>A Tree is a Plant</i> . This book involves students in reading and learning about science.	Know which non-fiction books are grade-level appropriate and make sure your student has access to such books. Talk to your school or local librarian.
Your student will read challenging texts very closely , so they can make sense of what they read and draw their own conclusions.	Your students will have reading and writing assignments asking them to reread and/or rewrite a text multiple times for a variety of purposes. For example, your 2nd or 3rd grader might be asked to read aloud Faith D’Aluisio’s non-fiction book titled <i>What the World Eats</i> and retell facts based on multiple close readings.	Provide more challenging texts for your student to read. Show them how to dig deeper into these difficult pieces by rereading and wondering or questioning. Encourage them to talk with you about what they have read.
When it comes to writing or retelling a story, your student will use “evidence” gathered from the text to support what they say.	Look for written assignments asking your student to draw on concrete examples from the text that serve as evidence. “Evidence” is provided through examples from the book that are used to support a response or conclusion.	Ask your student to provide evidence or the “why” they think the way they do in everyday discussions and disagreements.
Your student will learn how to write from what they read.	Look for writing assignments that ask your student to create arguments in writing based on evidence from the text. For 4th and 5th graders, this might mean reading and writing about <i>The Kids Guide to Money</i> , a non-fictional book by Steve Otfinoski.	Encourage writing at home. Write together using evidence and details.
Your student will increase their academic vocabulary.	Look for assignments that stretch your student’s vocabulary allowing them to see the “power” in language. For example all grades will be helping students use more formal sentence structures and content specific language when responding to questions during discussions.	Read often to your children and discuss the topic using the language presented in the text. Use math, science and other content rich language when talking about information.

First Grade Knowledge Cut Scores

The Keys to Being Prepared

Reading Foundational Skills	<i>Trimester 1</i> <i>Aug. 17 to Nov. 4</i>	<i>Trimester 2</i> <i>Nov. 7 to Feb. 28</i>	<i>Trimester 3</i> <i>Mar. 1 to June 2</i>
Reading Fluency	18 correct words per minute	40 correct words per minute	65 correct words per minute
Reading Accuracy	90 % of words read correctly	90 % of words read correctly	90 % of words read correctly
* Accelerated Reader Score *must know 90 High Frequency sight words	75 out of 1400	94 out of 1400	166 out of 1400
Accelerated Early Literacy Score Pre-reading Assessment	560 out of 900	598 out of 900	679 out of 900
Basic Phonics Skills Test (BPST)	45 out of 85	55 out of 85	60 out of 85
High Frequency Sight Words	50 out of 100	75 out of 100	100 out of 100
Classroom learning assessments	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher

Grade 1 Overview | English Language Arts

First grade students independently interact with literature or informational text by asking and answering questions and identifying details and main events. They can read aloud accurately and with expression. First grade students can print all letters and can write about events, topics, and opinions.

Reading

- Ask and answer questions about details in a reading selection
- Retell stories, including details
- Explain the differences between books that tell stories and books that give information
- With prompting and support, read first grade informational texts

Reading: Foundational Skills

- Understand the organization and basic features of print
 - ◊ Left to right
 - ◊ Top to bottom
 - ◊ Page by page
- Recognize features of a sentence
 - ◊ Capitalization
 - ◊ Ending punctuation
- Understand spoken words, syllables, and sounds
- Understand phonics and word analysis
- Know that every syllable must have a vowel sound
- Read regularly spelled one- and two-syllable words
- Read aloud with accuracy and expression

Writing

- Write opinion pieces that include an opinion and the reason for the opinion
- Write informative pieces that name a topic, supply facts, and provide closure
- Write narratives about two or more events in the correct order; include details

Speaking and Listening

- Follow rules for discussions by building on what others are saying and by asking questions
- Follow simple two-step directions
- Speak in complete sentences

Language

- Use correct grammar
- Print all uppercase and lowercase letters
- Use correct capitalization, punctuation, and spelling
- Determine meaning of unknown words by looking at parts of the word and other words in the sentence
- Sort words into categories and define words by key attributes
 - ◊ A tiger is a large cat with stripes

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading - Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics & Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final –e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Reading - for Literature

Key Ideas & Details

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrating understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Craft & Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 on pages 25-26 for additional expectations.)
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

Integration of Knowledge & Ideas

7. Use illustrations and details in a story to describe its characters, settings, or events.
8. **(Not applicable to literature)**
9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade
 - a. Activate prior knowledge related to the information and events in texts.
 - b. Confirm predictions about what will happen next in text.

Reading - for Informational Text

Key Ideas & Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic, and retell key details in a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft & Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 on pages 25-26 for additional expectations.)
5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge & Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1.
 - a. Activate prior knowledge related to the information and events in texts.
 - b. Confirm predictions about what will happen next in text.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards

Text Types & Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production & Distribution of Writing

4. **(Begins in grade 2)**
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build & Present Knowledge

7. Participate in shared research and writing projects (*e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions*).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. **(Begins in grade 4)**
10. **(Begins in grade 2)**

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking & Listening

Comprehension & Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 1 topics* and *texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - a. Give, restate, and follow simple two-step directions.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge & Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - a. Memorize and recite poems, rhymes, and songs with expression.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language—Conventions

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., *I, me, they, them, their; anyone, everything*).
 - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home.*)
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

3. (Begins in grade 2)

Language—Vocabulary

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Use frequently occurring affixes as a clue to the meaning of a word.
 - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

How you can help your child at home with reading and writing.

- Talk with your child often to build listening, speaking, and vocabulary skills—as you eat together, shop for groceries, walk to school, or wait for a bus.
- Ask questions that will encourage him/her to talk.
- Have your child use his/her imagination to make up and tell you stories. Ask questions that will encourage him/her to expand the stories.
- Read a story or poem and ask your child to listen for words that begin with the same sound (such as /b/in boy). Have him/her say the words. Then have him/her say another word that begins with that sound.
- Listen to your child read words and books from school. Be patient and listen as your child practices. Let your child know you are proud of what he/she is learning.
- Play word games. On cards, write words that contain the letter-sound relationships he/she is learning at school. Take turns choosing a card and blending the sounds to make the word. Then use the word in a sentence.
- Encourage your child when he/ she is writing to spell words by using what he/she knows about sounds and letters.
- Encourage your child to write notes, e-mails, and letters to family members and friends.
- Help make connections between a child's life and what's happening in the book. Explain new ideas and words to him/her.
- Encourage your child to ask questions about the book. Ask him/her to tell in his own words what the book was about.



Parent Toolkit: <http://www.parenttoolkit.com>



National PTA <http://www.pta.org>
First Grade Booklet

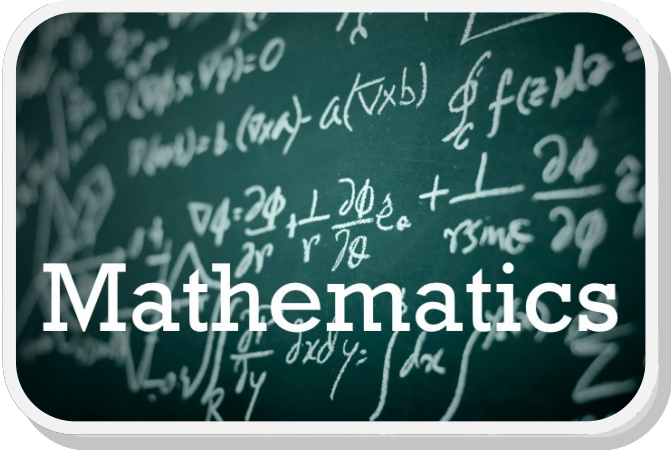


California PTA <http://capta.org/>

Section 3: Mathematics Standards

*“Pure **Mathematics** is,
in its way, the **Poetry**
of **logical** ideas”*

Albert Einstein



What differences will I see in my student’s assignments and how can I help? The Common Core State Standards (CCSS) for mathematics connects two types of standards: one for mathematical practice [habits of mind to foster student mathematical thinking] and one for mathematical content [what students should know and be able to do at each particular grade level]. Developing students at the elementary and middle school levels will engage in a variety of mathematical activities as they grow in subject maturity and expertise.

Mathematics

What’s Shifting?

What to Look for?

What Can You Do?

Your student will **work more deeply in fewer topics**, which will ensure full understanding, less if more!

Look for assignments that require students to show their work and explain how they arrived at an answer. Look for work asking students to make sense of problems and to persevere in solving them.

Know what concepts are important for your student based on their grade level and spend time working on those concepts. Ask your student to explain **how** they arrived at an answer.

Your student’s learning will be a **progression, building year after year**.

Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing before studying fractions. Each concept forms the foundation for increasingly complex mathematical thought and application.

Know what concepts are important for your student based on their grade level and spend time working on those concepts.

Your student will **spend time practicing and memorizing math facts**.

Students may have assignments focused on memorizing and mastering basic math facts which are important for success in more advanced mathematical problems.

Help your students know and memorize basic math facts. Play games and engage in activities that encourage mental math.

Your student will **understand why the math works and be asked to talk about and prove their understanding**.

Look for assignments requiring your student to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, and to model with mathematics and to utilize appropriate tools in problem solving. Students will explore more than one way to solve a problem.

Be aware of what concepts your student struggled with last year and support your student in those challenge areas moving forward. Encourage your student to share their mathematical thinking.

Your student will now be asked to **use math in real-world situations**.

Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions.

Provide time every day for your student to work on math at home. Ask your student to “do the math” that pops up in daily life. For example, determining the length, width, and depth of a garden plot to know how many bags of garden soil to buy.

First Grade Knowledge Cut Scores

The Keys to Being Prepared

Math	<i>Trimester 1</i> <i>Aug. 17 to Nov. 4</i>	<i>Trimester 2</i> <i>Nov. 7 to Feb. 28</i>	<i>Trimester 3</i> <i>Mar. 1 to June 2</i>
Classroom learning assessments	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher
Math Performance Task Based Scores	Rubric Score 3	Rubric Score 3	Rubric Score 4



California Math Council for Families:

<http://cmc-math.org/temp/wp-content/uploads/2013/05/K%E2%80%9312Math@HomeEnglishBW.pdf>

Here you will find California Math Council (CMC)'s Math at Home booklets which provide brief, helpful information to parents and guardians including information about the Common Core and helping with math homework.

1

Grade 1 Overview

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

Understand and apply properties of operations and the relationship between addition and subtraction.

Add and subtract within 20.

Work with addition and subtraction equations.

Number and Operations in Base Ten

Extend the counting sequence.

Understand place value.

Use place value understanding and properties of operations to add and subtract.

Measurement and Data

Measure lengths indirectly and by iterating length units.

Tell and write time.

Represent and interpret data.

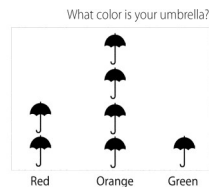
Geometry

- Reason with shapes and their attributes.

Grade 1 Overview | Mathematics

First grade students extend their understanding of addition and subtraction by learning to use adding and subtracting to solve word problems within 20. They understand the meaning of the equal sign and are expected to count to 120. Place value knowledge is deepened and students use this knowledge to compare two-digit numbers within 100. Students practice their measurement skills with linear measurement and begin to organize data from surveys. Students also tell and write time in hours and half-hours using analog and digital clocks.

- Solve addition and subtraction word problems within 20
- Understand the relationship between addition and subtraction
- Apply the properties of operations
 - ◇ Commutative property of addition:
If you know $8 + 3 = 11$, then you know $3 + 8 = 11$.
 - ◇ Associative property of addition:
To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.
- Add and subtract within 20
- Count to 120, starting at any number
- Understand the meaning of the equal sign
- Understand place value: ones, tens
- Use place value to add and subtract within 100
- Measure lengths and tell the measurement in units
- Tell and write time
- Relate time to events (before/after, shorter/longer, etc.)
- Build and talk about a graph



- Build, describe, extend, and explain a simple pattern.
 - Compare shapes by talking about sides, vertices, etc.
 - Compare two-dimensional shapes to three-dimensional shapes
- What is the most popular color of umbrella? What is the least popular color of umbrella?

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

1. Make sense of problems and persevere in solving them.
 - ◇ Find meaning in problems
 - ◇ Analyze, predict and plan solution pathways
 - ◇ Verify answers
 - ◇ Ask themselves the question: “Does this make sense?”
2. Reason abstractly and quantitatively.
 - ◇ Make sense of quantities and their relationships in problems
 - ◇ Create coherent representations of problems
3. Construct viable arguments and critique the reasoning of others.
 - ◇ Understand and use information to construct arguments
 - ◇ Make and explore the truth of conjectures
 - ◇ Justify conclusions and respond to arguments of others
4. Model with mathematics.
 - ◇ Apply mathematics to problems in everyday life
 - ◇ Identify quantities in a practical situation
 - ◇ Interpret results in the context of the situation and reflect on whether the results make sense
5. Use appropriate tools strategically.
 - ◇ Consider the available tools when solving problems
 - ◇ Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)
6. Be precise.
 - ◇ Communicate precisely to others
 - ◇ Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
 - ◇ Calculate accurately and efficiently
7. Look for and make use of structure.
 - ◇ Discern patterns and structures
 - ◇ Can step back for an overview and shift perspective
 - ◇ See complicated things as single objects or as being composed of several objects
8. Look for and identify ways to create shortcuts when doing problems.
 - ◇ When calculations are repeated, look for general methods, patterns and shortcuts
 - ◇ Be able to evaluate whether an answer makes sense

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.¹

¹ See Glossary, Table 1

2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.²
Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

² Students need not use formal terms for these properties.

4. Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number

Operations and Algebraic Thinking

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.*
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.*

Number and Operations in Base Ten

Extend the counting sequence.

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Number and Operations in Base Ten

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.³

³ Students do not need to learn formal names such as “right rectangular prism.”

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Table 1. Common addition and subtraction situations

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown
Put Together/ Take Apart	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5$, $5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5$, $5 = 5 + 0$ $5 = 1 + 4$, $5 = 4 + 1$ $5 = 2 + 3$, $5 = 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare	(“How many more?” version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? (“How many fewer?” version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5$, $5 - 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?$, $3 + 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?$, $? + 3 = 5$

CCSS Domains

The CCSS are organized by domains. The table lists the domains for grades kindergarten through grade eight. The table identifies which domains are addressed in kindergarten through grade five (an “X” indicates the domain addressed at a grade level). The shaded rows indicate domains to be covered at later grades.

Domains	Kinder- garten	Grad e One	Grade Two	Grad e Thre e	Grade Four	Grad e Five
Counting and Cardinality (CC)	X					
Operations and Algebraic Thinking (OA)	X	X	X	X	X	X
Number and Operations in Base Ten (NBT)	X	X	X	X	X	X
Measurement and Data (MD)	X	X	X	X	X	X
Geometry (G)	X	X	X	X	X	X
Number and Operations – Fractions (NF)				X	X	X
Ratios and Proportional Relationships (RP)						
The Number System (NS)						
Expressions and Equations (EE)						
Statistics and Probability (SP)						
Functions (F)						



Great Kids Milestones Math Videos

<http://www.greatschools.org/gk/category/milestones-subjects/math/>

Milestones is a free online collection of videos aimed at helping parents and guardians understand grade-level expectations in kindergarten through grade five. On this page, find videos featuring students demonstrating what success looks like in math, grade by grade.

How you can help your child at home with Math.

1. Look for everyday opportunities to have your child do mathematics. For example, if you open a carton of eggs and take out seven, ask, “How many are left in the carton?”
2. Play math games with your child. For example, “I’m thinking of a number. When I add five to it, I get 11. What is the number?”
3. Encourage your child to read and write numbers in different ways. For example, what are some ways that you can make the number 15? 15 can be $10+5$, $7+8$, $20-5$, or $5+5+5$.
4. Have your child create story problems to represent addition, subtraction, and comparisons. For example, “I have seven pennies. My brother has five pennies. How many pennies does he need to have the same number as I have? He needs two more pennies.”
5. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
6. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time

Section 4: Next Generation Science Standards





“Principles for the Development of a Complete Mind: Study the science of art. Study the art of science. Develop your senses—especially learn how to see. Realize that everything connects to everything else.”

Leonardo Da Vinci



In grade one, students engage with plants, animals, light and sound to recognize more *patterns [CCC-1]* in the world around them. All of the instructional segments in grade one set up future learning: What causes plants and animals to look different from one another but similar to their parents? How do we actually see? What causes the phases of the moon and the seasons? None of these questions will be answered at this grade level, but the *CA NGSS* learning progression will revisit them repeatedly in later grades. The purpose of first grade is to give students a common background experience with these phenomena and have students observe them well enough to recognize *patterns [CCC-1]* that prompt them to start asking questions about *cause and effect [CCC-2]* relationships.

Overview of Instructional Segments for Grade One

	<p>1 Plant Shapes</p>	<p>Students explore their natural surroundings with nature hunts and garden planting. They examine the shapes and parts of plants and begin to ask questions about what purpose these parts serve, how the shape of the parts helps them accomplish this purpose, and how the shapes of young plants are similar to the shapes of their parents.</p>
	<p>2 Animal Sounds</p>	<p>Students observe the behavior of parents & babies, noticing patterns in how they communicate. They explore the nature of sound, notice the physical parts of animals that produce sounds, and construct physical models that mimic animal sounds.</p>
	<p>3 Shadows and Light</p>	<p>Students plan and conduct investigations of how light travels and interacts with different objects. They use these observations as the foundation for constructing models of how people see.</p>
	<p>4 Patterns of Motion of Objects in the Sky</p>	<p>Students track the motions of the Sun, Moon, and Stars, noticing patterns in how sunlight varies throughout the seasons and moon phases change over the month. They analyze their data to develop a model that predicts the position of objects.</p>



Engineering Connection

Nature gives humans ideas that can be used as design examples for objects that solve a problem (bio-mimicking). Students should be able to use plant structures to something that solves a problem they have at school. For example, students design a coat rack that has enough hooks to hold their jackets. How thick should the base be? How should it connect to the ground in order to be stable? Students can look at trees to help decide. Perhaps they want to send a message across the schoolyard. Students could design a message carrier based on the shape of seeds that disperse in the wind. Or perhaps they want to construct a new rope ladder for their playground structure. How will they attach it? They can look to the tendrils of a snap pea. Students should be able to describe how the *structure of their object helps achieve its function [CCC-6]*, possibly illustrating it with a simple sketch or diagram showing their invention and the plant structure that inspired it.



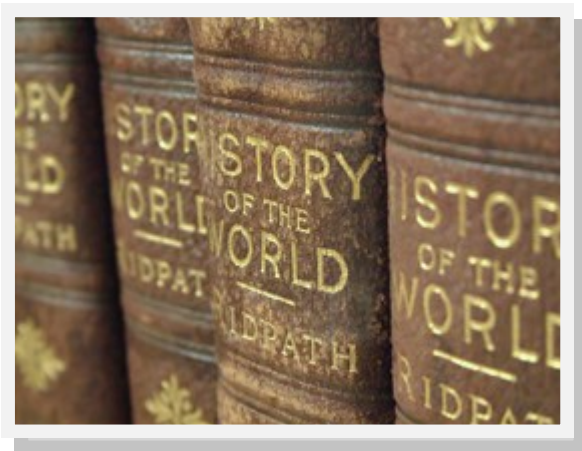
Section 5: History Social Science Standards

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

“Observe good faith and justice toward all nations. Cultivate peace and harmony with all.”

George Washington



A Child's Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
3. Construct a simple map, using cardinal directions and map symbols.
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country ’Tis of Thee”).
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.



**REDDING ELEMENTARY
SCHOOL DISTRICT**

STANDARDS-BASED

REPORT CARD

**FIRST GRADE
PARENT GUIDE**



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A message from the Redding School District

The Redding Elementary School District will use a new standards-based report card for all elementary school students. This is an exciting step toward making sure all students are successful at meeting grade level standards.



Educators are expected to teach to the standards outlined in the California State Curriculum Frameworks and to assess student learning along the way using a variety of assessments. The standards-based report card gives us a tool to accurately communicate to parents and guardians the progress their child is making on learning the district-identified Essential Standards for each grade level, as outlined within this handbook. These Essential Standards were identified by district teachers as the foundational standards that students need to master in order to be successful in the next grade level. The new report card reports that the student has reached understanding of these standards at the four following levels.

- **Standard Exceeded** – meaning that the student is consistently using the skill or concept but can also use the skill or concept for a higher level problem solving activity.
- **Standard Met** – meaning that the student has met the standards and is consistently demonstrating the skill;
- **Standard Nearly Met** – meaning the student is nearly meeting the standards and inconsistently demonstrates the skill;
- **Standard Not Met** – meaning that the student is not demonstrating a clear understanding of the standards and is not meeting standards. The report card will be issued three times a year and provide information on student progress and proficiency in core subject areas.

The standards-based report card is helpful in several ways. First, it helps make sure there is more consistency of expectations from teacher to teacher. It helps teachers and students focus on the standards from the very beginning of the school year, giving students the essential targets for their learning. Finally, it gives parents information on how their student is doing based on the standards.

This guide is meant to provide information about the report card itself, and a description of the analysis process for determining proficiency. Each grade level report card includes the Essential Standards in Mathematics and Language Arts for that grade level.

I trust that you will find the new standards-based report card a useful tool. Please don't hesitate to contact the student services office at (530) 225-0011 should you have any questions.

Sincerely,
Robert Adams

Assistant Superintendent of Educational Services

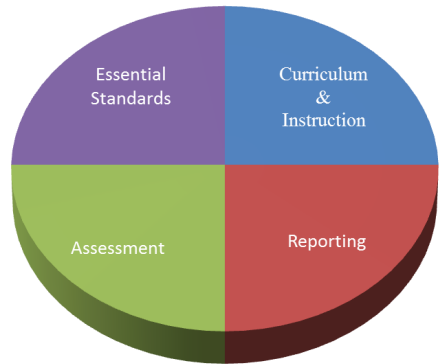
Components of a Standards-Based System

Here are the four components of our standards-based system.

Standards: are outlined by the California Department of Education. The Redding School District has outlined those Essential Standards that describe what a student should know and be able to do at a given grade level. (see standards as outlined within this booklet)

Curriculum: is then aligned with those essential standards as a roadmap for a teacher to use to ensure that instruction targets these standards.

Assessments: are used to measure learning and the extent to which a student has met or is progressing towards the standards both during the reporting period and at the end.



Reporting tools consist in two varieties. Teachers keep students and parents' informed about progress towards specific learning targets so students can adjust during the reporting period. Second the standards-based report card completes our reporting system so at critical junctures in the academic year students get a more formal picture of progress.

Students with Special Needs and the Standards-Based Report Card

For students with special needs, the Individualized Education Plan (IEP) progress report informs parents about their child's progress toward their IEP goals and is included with every report card. The classroom teacher will mark – M Progressing w/Modified Curriculum in the slot that the IEP report is showing progress for.

Format of the Standards-Based Report Card

The format of the report card is such that there are several areas to help you know how your child is progressing towards grade level proficiency.



- The English Language Arts—Reading section gives you a clear picture of how your child is doing on key learning targets within the standards clusters. There are three sections to consider; Reading Literature, Reading Informational Text, and Speaking and Listening.
- The English Language Arts—Writing section helps you know the progress of your child's understanding of the three purposes of writing that we are monitoring; Narrative (story, poem, fable, novel, play, etc); Informational or Explanatory (explaining a process, detailing components, providing knowledge about a topic, etc.); and Opinion or Argumentative (critique, persuasion, scholarly evidence, etc.)
- The Language Conventions (punctuation and grammar) sections help us to determine how your child is doing in writing procedurally.
- The spelling section looks at how students are learning words through the weekly list process and within their own writing.
- Mathematics offers you a look at how your child is doing on learning targets within the different clusters of standards. They are organized with clusters then standards of learning.
- Social Studies and Science do not have specific content standards at this time. However, several Core literacy standards do apply directly to these subjects. While learning these content standards students are expected to incorporate their reading, writing, listening, and speaking skills to help them be successful in Social Studies and Science.
- Physical Education and Visual & Performing Arts are also measured for understandings within these content areas.
- Technology Success is imperative for today's learner. We are monitoring a few key skills at each grade level to make sure students are getting exposed and learning these skills.
- Successful Learning Behaviors have been found to be one of the key factors to future success in college and career. We are tracking and teaching those that have been shown to be the most important for this future success.

Successful learning Behaviors: Proficiency measured using these indicators.

LANGUAGE ARTS, MATHEMATICS: Proficiency levels are reported using these levels

Redding School District REPORT TO PARENTS - FIRST GRADE

Student:
Teacher:
Stu #:
BirthDate:

School: _____
Principal: _____
11/09/2015 - 02/29/2016

Year: **2015-2016**
Grade: **1**

EXPLANATION OF MARKS

Effort	Progress Toward Standard
O Outstanding	4 Standard Exceeded
S Satisfactory	3 Standard Met
P Progressing	2 Standard Nearly Met
N Not Yet	1 Standard Not Met
	M Progressing w/Modified Curriculum
	NT Not Tested

Parent Information	1st	2nd	3rd
Promotion in Question			
Please Call for a Conference			
Attendance affecting performance			

Support Services	1st	2nd	3rd
Speech			
RSP			
EL			
SDC			

Reporting Period	1	2	3
English Language Arts - Reading			
Reading Literature			
Retells stories and demonstrates understanding of central message.			
Uses illustrations and details to describe characters, setting, or events			
Reading Informational Text			
Asks and answers questions about key details.			
Identifies main topic and retells key details.			
Reads complex text (appropriate for 1st grade)			
Speaking & Listening			
Participates in collaborative conversations.			
Describes familiar people, places, things, and events with relevant details.			
Describes and expresses ideas and feelings clearly.			

Reporting Period	1	2	3
English Language Arts - Writing			
Narrative Writing			
Narrate two or more sequenced events, include detail, & provide a sense of closure.			
Informational Writing			
Write informative text which names topic, supply some facts, & provide a sense of closure.			
Opinion Writing			
State an opinion, supply a reason for the opinion, & provide a sense of closure.			
Language Conventions (punctuation & grammar)			
Prints legibly & writes neatly			
Spelling			
Spells words with common spelling patterns and frequently occurring irregular words.			

Reporting Period	1	2	3
Mathematics			
Numbers & Operations in Base Ten			
Count, read, & write to 120			
Understands the values of tens & ones			
Compares 2 digit numbers using <, =, >			
Adds and subtracts within 100 using models, materials & drawings			
Mentally computes ten more or less			
Operations & Algebraic Thinking			
Represent, write & solve word problems using addition			
Represent, write & solve word problems using subtraction			
Understand & apply relationship between addition & subtraction			
Adds and Subtracts within 20			
Fluently adds and subtracts within 10			
Understand the meaning of the equal sign			
Determines the unknown number in an equation			
Measurement & Data			
Measure lengths indirectly & by length units			
Tell & write time in hours and half-hours			
Organize, represent & interpret data			
Geometry			
Reason with shapes & their attributes			

MATHEMATICS: Student achievement is reported by clearly stated essential standards for Mathematics.

Attendance information is reported in this area, including the number of days tardy and absent. Teacher will indicate whether absenteeism has affected learning on front page.

Successful learning behaviors use Effort marks.

Reporting Period	1	2	3
Science			
Demonstrates an understanding of content and concepts			
Social Studies			
Demonstrates an understanding of content and concepts			
Physical Education/Health			
Demonstrates an understanding of content and concepts			
Visual & Performing Arts			
Demonstrates an understanding of content and concepts			
Successful Learning Behaviors			
Ownership of Learning			
SELF-ADVOCATE: Asks for help when needed; accepts feedback; perseveres through failure			
SELF-MOTIVATED: Works independently; uses time wisely; monitors own progress.			
ACADEMICALLY RESPONSIBLE: Completes tasks on time; produces quality work; participates in class activities.			
HOMEWORK: Completes homework on time.			
Learning Techniques			
RESPECTFUL: Respects others needs and rights; follows school rules and procedures.			
SOCIALLY RESPONSIBLE: Resolves conflicts; takes responsibility for actions; works cooperatively with others.			
SELF DISCIPLINED: Listens without interruption; exhibits impulse control and self-regulation.			
Technology			
Identify computer components: monitor, mouse, window, cursor, icon, menu			
Beginning Keyboarding skills, numbers, & letters			
Use shift key to capitalize, & use spacebar or delete to remove text			
Open & use a program or app			
Rev.8.8.18			

ATTENDANCE	1	2	3
Days Enrolled			
Days Absent			
Days Tardy			

TEACHER COMMENTS	
1st Trimester:	
2nd Trimester:	
3rd Trimester:	
Signature:	_____

These sections will contain teacher comments about the individual student.

A Body of Evidence for Reporting: Language Arts, Mathematics, History/Social Studies and Science

The following lists indicate what evidence a teacher will collect in preparation for using the standards-based report card. While it is not required to collect every piece listed below for every student, these pieces of evidence will create a well-rounded picture of your student's progress towards meeting grade-level standards.

Language Arts:

- Screening/Diagnostic/Benchmark:
 - ◇ **BPST – Basic Phonics Skills Test**
 - ◇ High Frequency Sight Words
 - ◇ Primary Spelling (1st Grade)
 - ◇ CBM Curriculum Based Measurements Fluency
 - ◇ Accelerated Reader STAR Assessments
 - ◇ Anecdotal records
 - ◇ end of unit assessments
- Writing samples - prompts



Mathematics:

- Benchmark/Diagnostic:
 - ◇ District Assessments
 - ◇ End of unit assessments
 - ◇ Teacher-created essential standards assessments
 - ◇ Performance Tasks

History/Social Studies and Science:

- Student response to teacher made prompts or questions (Responses can be in written form, drawings and diagrams, teacher scripting or recording sheets provided in the curriculum.)
- Work from in-class investigations
- End of unit benchmark assessments

The Reading Success Indicators:

These are recorded grade level targets of reading success. The benchmark numbers are there because they are correlated indicators of future reading success and it gives us an idea that they might be successful on the state testing in the future.



Reading Fluency Rate – Fluency is the ability to read text quickly, accurately, and with proper expression. Expressing language features include appropriate phrasing, intonation, and rhythm. These three elements are identified within a text by particular punctuation. Text fluency progresses in stages after a student is automatically able to recognize letter names, sounds, and words. Scientifically-based research reviews (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; National Institute of Child Health and Human Development, 2000) have established that reading fluency is a *critical component* of learning to read and that an effective reading program needs to include instruction in fluency. We measure fluency to make sure students are reaching suggested baseline marks that are recommended by this research.

Reading Accuracy Rate – Fluent readers decode words accurately and automatically, without (or with minimal) use of their attention towards decoding. If they spend their time decoding then they have less mental resources available to use towards comprehension of what they read. Research indicates that students need to be able to read accurately above 90% of the words they run across in order to be able to comprehend well

AR STAR Scaled Score – (1st graders must know 80-90 sight words to take measurement) The most important score that STAR reports is the scaled score. This score is used like a ruler, ranging from 0 to 1400. A student's scaled score is the raw score the student attained based upon the difficulty of questions the student was given and whether or not they answered those questions correctly. The harder the test question, the larger the number on the scale can be achieved. The Redding School District benchmark numbers are set at the 42nd percentile of what is typically normal for students at that grade during that time of the year tested. This correlates fairly well with their projected ability to pass the state test or to be on track to pass.

High Frequency Sight Words – Vocabulary is a large part of reading success. If students can recognize the most frequently used words in the English system then they are more likely to be able to read fluently and with more accuracy. The Redding School District tracks the first 100 sight words within grade 1.

BPST – The **Basic Phonics Skills Test** measures the decoding abilities of students including letter sounds, specific phonics patterns, and blending syllables in words in isolation. It is used by teachers to isolate the phonics sounds students can identify and blend successfully in order to help with instruction.

The Successful Learning Behaviors:



Successful Learning Behaviors:

Research indicates that although specific content for post-secondary success varies by field of study, institution, and certificate or degree program, both college and career share many important elements of readiness. These include skills all students need to be ready for a variety of post-secondary learning environments, such as study skills, time management skills, persistence, and ownership of learning.

Additionally, students need to have a range of cognitive strategies to help them tackle complex tasks and apply content knowledge in novel and non-routine ways. The goal is for high school graduates to be both college ready and career ready, enabling them to pursue a range of opportunities.

- **Goal Setting** – Identify short and long term goals that align with aspirations as well as strengths and weaknesses; identify the steps necessary to attain goals; and make timely progress toward goals.
- **Progress Monitoring** – Continually evaluate progress toward goals and the alignment between aspirations, qualifications, and evolving skills and interests.
- **Help Seeking** – Become familiar with personal resources available in the current environment, be aware of progress on current tasks enough to know when help is needed, and appropriately utilize resources to receive the help needed.
- **Perseverance** – Persevere when faced with new, challenging, or unfamiliar tasks; assume responsibility for completing tasks as assigned.
- **Motivation** – Self-motivate to find value in naturally uninteresting tasks, expend the effort necessary to remain engaged and motivated to complete tasks.
- **Accepts Failures** – Be confident in one’s ability to complete increasingly challenging and complex academic and career tasks; be able to build on past experiences, failures and triumphs to maximize future successes. Learning and intelligence are malleable and can be changed through increased effort and struggle. Effort is under one’s own control and applied more easily when motivation is high. Learning from one’s past mistakes is the effort that makes those changes most possible.
- **Time Management** – Apply skills and strategies necessary to prioritize, plan, and sufficiently focus one’s attention to get expected tasks completed on time.
- **Collaborative Learning** – Develop the skills and strategies necessary to communicate and work collaboratively with diverse groups to meet specific objectives.
- **Study Skills** – Processes that allow one to have all the necessary information at hand in order to prepare for content being learned. Note taking from texts, lectures, meetings, and task directions. Memorization of key facts, terms or processes. Proficiency with technology tools that can help them learn at the highest level possible.

