

# 1<sup>st</sup> Grade Quarter 2 Report Card Details

Along with previously taught standards, this quarter we will focus on the following standards:

## **ENGLISH/LANGUAGE ARTS**

### Reading Foundational Skills

- **Print Concept** - recognize first words, capitalization, and ending punctuation
- **Phonological Awareness** - distinguish long vs. short vowel sounds
- **Phonics and Word Recognition** - decode final e, vowel team, and one-syllable words
- **Fluency** - read level F text with accuracy, self-correction, appropriate rate and expression; recognize 90 sight words

### Reading Literature

- **Key Ideas and Details** -ask and answer questions; retell texts; explain central message or lesson; recognize characters, setting, and major events
- **Craft and Structure**- identify feeling and sensory words; explain differences between fiction and non-fiction; identify who is telling the story

### Reading Informational

- **Key Ideas and Details** -ask and answer questions; identify main topic; recall specific details; describe connections between individuals, events, ideas, or information in text
- **Craft and Structure**- use text features to understand text and determine word meaning; determine which information comes from picture and/or text

### Writing

- **Text Types and Purposes** - write narratives; write informative texts: name a topic; supply some facts; provide sense of closure
- **Handwriting** - hold writing instrument with a correct grip; neatly and clearly form letters and numbers correctly moving from left to right, top to bottom; use lines; size of letters is consistent; spacing is appropriate
- **Research to Build and Present Knowledge**- Participate in shared research projects

### Language

- **Conventions of Standard English** -use conjunctions, pronouns, verbs; produce simple and compound sentences; use correct capitalization and ending punctuation; spell phonetically; spell taught sight words
- **Vocabulary Acquisition and Use**- sort words, define words by category, identify real-life connections, distinguish among shades of meaning among verbs (ex. look, peek, glance) and adjectives (synonyms)

### Speaking and Listening

- **Comprehension and Collaboration** - participate in group discussions (i.e. partners, small groups, whole class); follow rules for discussion; build on others' ideas; respond to peers and have multiple exchanges; ask for clarification when needed
- **Presentation of Knowledge and Ideas**- clearly express ideas and feelings with descriptive detail, using drawings and visual displays; produce complete sentences

# MATHEMATICS

## Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction** - use addition and subtraction to solve a variety of word problems, including adding 3 whole numbers ( $2+5+3=10$ )
- **Understand and apply properties of operations and the relationship between addition and subtraction** - use a variety of strategies to solve problems; understand the relationship between addition and subtraction
- **Add and subtract within 20** - focus on sums to 20
- **Work with addition and subtraction equations** - understand the meaning of the equal sign; determine an unknown number in an addition or subtraction equation ( $5-_=3$ )

## Number and Operations in Base Ten

- **Extend the counting sequence** - count to 120, starting at any number; read, write, and represent these numbers

## Measurement and Data

- **Represent and interpret data** - organize, represent, and interpret data; ask and answer questions about the data

## Standards for Mathematical Practice

Students are given multiple opportunities to acquire and use skills that support the development of critical thinking and application in math. These "process skills" are taught within all of the above math standards. Your child will be developing the following "process skills" throughout the year:

- persevering in problem solving; communicating thinking and abstract reasoning; justifying answers; using tools, patterns, and objects to model and solve problems appropriately

The following assessment methods may be utilized to determine your child's progress toward mastery of the second quarter standards:

- ✓ common written assessments
- ✓ student performance and participation during class activities and discussions
- ✓ performance tasks
- ✓ teacher observation (whole group and small group)
- ✓ one-on-one assessments (teacher and student)
- ✓ class work, projects, and writing samples

Students who *consistently* demonstrate *mastery* of standards through regular classroom instruction and assessment will receive a score of "3" (meets standard). Students who consistently demonstrate mastery *and independently* demonstrate the ability to *exceed* the standard may receive a score of 4 in a given area.