

ACADEMIC CONTENT STANDARDS

READING

Concepts of Print: Students match oral words to printed words. They identify letters, words and sentences. They identify the title and author of a reading selection.

Phonemic Awareness: Students distinguish initial, medial and final sounds in single-syllable words. They distinguish all vowel sounds. They create and state a series of rhyming words, including consonant blends, (e.g. cat, flat, chat). They can change target sounds to change words, (e.g. cow to how). They blend two to four phonemes into a recognizable word and segment single syllable words into their components, (/c/a/t/ = cat and cat = /c/a/t/).

Decoding & Word Recognition: Students understand the basic features of reading. They select and know how to translate letter patterns into spoken language using phonics, syllabifications and word parts. They read compound words, contractions, (English reading only), and common word families, (e.g. -ite, -ill, -ate). They add endings to words when reading, (e.g. look, looked, looking).

Vocabulary and Concept Development: Students classify grade-appropriate categories of words (e.g. Collections such as animals or foods.)

Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, such as context clues, generating and responding to essential questions, making predictions, and comparing information from several sources. They identify text and put it in logical order. They retell the central ideas of simple passages.

Literary Response and Analysis: Students read and respond to a wide variety of literature. They distinguish between the structural features of the text and the literary terms or elements, (e.g., theme, plot, setting, characters). They describe the roles of authors and illustrators. They reflect and talk about books.

WRITING

Writing Strategies: Students write clear, coherent sentences (and paragraphs) that develop a central idea. Their writing shows they consider the audience and purpose. They successfully use the stages of the writing process. They use descriptive words when writing. They print legibly and space letters, words and sentences correctly.

Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Students write brief narratives and expository descriptions of real objects, people, places or events using sensory details.

Conventions: Students write with a command of conventions appropriate to the 1st grade level, including complete sentences, grammar, punctuation and capitalization.

Spelling: Students spell common sight words correctly. They spell three and four letter short vowel words phonetically. In Spanish students spell one, two, or three syllable words phonetically.

LISTENING AND SPEAKING

Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. They ask clarifying questions and give, restate and follow simple two-step directions. They stay on topic while speaking and use descriptive words when speaking.

Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests. They recite poems, rhymes, songs and stories. They retell stories, and sequence story events.

FIRST GRADE PROGRESS REPORT

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MATH

Number Sense

Students develop understanding of place values and order of numbers to 100. They count, read, and write whole numbers to 100. They compare and order numbers using the symbols for less than, equal to, or greater than, (< , = , >). They count and group objects into ones and tens and show like forms of the same number with physical objects. They identify and know the value of coins and show different combinations of coins that equal the same value.

Students know addition facts and subtraction facts to 20. Students use the opposite relationship between addition and subtraction to check problems. Students solve addition and subtraction problems with one and two digit numbers and can find the sum of three one-digit numbers.

Students count by 2s, 5s, and 10s with numbers to 100. Students make reasonable estimates when comparing larger and smaller numbers.

Algebra and Functions

Students use number sentences to solve problems. They understand the meaning of the symbols +, -, =, >, <. They create problem situations that could lead to given number sentences involving addition and subtraction.

Measurement and Geometry

Students use direct comparison and non-standard units to describe the measurements of objects. Students identify common geometric figures, classify them by common attributes and describe their position and location using top, bottom, right, left.

Statistics, Data Analysis, and Probability

Students organize, represent, and compare data on simple graphs and charts. Students sort objects, and create and describe patterns involving numbers, shape size, rhythm or color. They can describe and extend simple repeating patterns.

Mathematical Reasoning

Students make decisions about how to set up a problem. Students solve problems and justify their reasoning. Students note connections between one problem and another.

ENGLISH LANGUAGE DEVELOPMENT

STANDARDS

English language learners develop skills in listening, speaking, reading and writing in English. English language development (ELD) levels are 1 = beginning, 2=early intermediate, 3=intermediate, 4=early advanced, 5=advanced. ADEPT scores show ELD level and score. For example, 2.16 = student is at level 2 (early intermediate) with 16 correct answers on that level test. Reading scores show a student's instructional grade level equivalency. A score of 2.9 means a student reads just below third grade level. Writing scores show pupil progress in meeting grade level English Language Arts writing standards. Progress and effort show a student's development in meeting grade level standards.

SCIENCE

Physical Sciences: Students will learn that materials come in different forms including solids, liquids and gases.

Life Sciences: Students will learn that plants and animals meet their needs in different ways.

Earth Sciences: Students will learn that weather can be observed, measured and described.

Investigation and Experimentation: Students will learn that scientific progress is made by asking meaningful questions, making predictions, and conducting careful investigations.

SOCIAL STUDIES

Students in grade one learn to describe the rights and responsibilities of good citizenship. They compare and contrast the locations of people and places using maps and globes. They know and understand the symbols, icons and traditions of the United States. Students compare and contrast everyday life in different times and places around the world. They describe the human characteristics of familiar places and the varied backgrounds of American citizens. They understand basic economic concepts.

HEALTH & PHYSICAL EDUCATION

Students will develop interest and proficiency in movement skills essential to lifelong participation in physical activity. Students will develop appropriate social behaviors and a positive self-image through participation in planned group physical activities. Students will develop and maintain the highest possible level of physical fitness. Students will demonstrate ways in which they can enhance their own health and well-being. Students will demonstrate behaviors that prevent disease and speed recovery from illness and will promote positive health practices in the community. Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations. Students will understand and accept individual differences in growth and development.

VISUAL AND PERFORMING ARTS

Students will participate in a comprehensive visual and performing arts program that includes dance, music, theater, and visual arts. In each of the four areas, students will develop artistic perception and creative expression. Students will develop an understanding of the historical and cultural connections of each of the four areas, and they will learn how to analyze, interpret and judge the aesthetic qualities of each.