Understanding Your Child's First Grade Report Card

Santa Monica-Malibu Unified School District is now using the Common Core State Standards (CCSS) in English language arts and mathematics. Your child's report card reflects his or her progress toward achieving these rigorous standards, as well as progress in other academic subject areas. Equally important, the report card provides information about your child's work habits and citizenship.

Rather than being graded on each Common Core State Standard (of which there are many), students are given marks on a strand or cluster of standards within a subject area. The marks used for academic subjects are as follows:

- **4 – Masters Standards**: The student demonstrates mastery of a strand or cluster of standards that are expected by the end of the school year. Mastery is a high bar, and generally not achieved until the end of the year.
- **3 – Approaching Mastery**: The student has mastered or nearly mastered some – but not all – of the standards within a strand or cluster. The student is well on the way toward mastery by the end of the year.
- **2 – Making Some Progress Toward Standards**: Since the beginning of the year, the student has demonstrated growth toward many of the standards within the strand or cluster. With continued work and support, the student may reach mastery by the end of the year.
- **1 – Making Little Progress Toward Standards**: The student has demonstrated little progress toward mastery since the beginning of the year. Considerable work and support will be needed in order for the student to achieve mastery.

Areas that have been taught during the reporting period are indicated with a $\sqrt{}$. If many of the standards have not been addressed during the first reporting period, the student may receive N/A, meaning that that strand or cluster of standards is not assessed at this time.

During the winter reporting period, you will want to see your child "making some progress toward the standards" or, perhaps, "approaching mastery" of the standards. It is our goal to have students reach mastery of the CCSS by the end of the year. The teacher's comments will help to explain specific standards and areas in which your child demonstrates strengths and areas that need additional focus. As always, if you have questions or concerns about your child's progress, please discuss these with the classroom teacher.

This guide provides detailed explanation of the Common Core State Standards that are included on the report card. For more information about the Common Core, you may find the National PTA's website helpful: http://pta.org/content.cfm?ItemNumber=2796

FIRST GRADE COMMON CORE STATE STANDARDS

ENGLISH LANGUAGE ARTS AND LITERACY

Reading Foundational Skills

Concepts of Print

Understanding of the organization and basic features of print:
- Recognize the distinguishing features of a sentence (*first word capitalization, ending punctuation*).

Phonological Awareness

Understanding of spoken words, syllables, and sounds:
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds, including consonant blends.
- Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.
- Segment spoken single-syllable words into their sequence of individual sounds (*blocks = b-l-o-k-s*).

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words:

- Know the spelling-sound correspondences for common consonant digraphs (*sh, ch, th*)
- Decode regularly spelled one-syllable words (*lamp).*
- Know final –e and common long vowel patterns (*oa, ai, ee*).
- Know every syllable must have a vowel sound to determine the number of syllables in a word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings (*-ing, -ed*).
- Recognize and read grade-appropriate irregularly spelled words (*give, once, some, said, walk, were)*

Fluency

Read with sufficient accuracy and fluency to support comprehension:
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct words, rereading as necessary.

Reading Literature

Key Ideas and Details
- Ask and answer questions about key details in a text.
- Retell familiar stories, including key details, and demonstrate understanding of the main idea.
- Describe characters, settings and major events in a story, using key details.

Craft and Structure
- Identify words and phrases in stories or poems that suggest feelings or that appeal to the senses.
- Explain major differences between different types of texts (*poetry, stories*).
- Identify who is telling the story at various points in time.

Integration of Knowledge and Ideas
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Informational Text
Key Ideas and Details
- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information.

Craft and Structure
- Ask and answer questions to determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (*headings, tables of contents, glossaries*) to locate key facts or information.
- Distinguish between information provided by illustrations and information provided by the words in a text.

### Integration of Knowledge and Ideas
- Use the illustration and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify similarities and differences between two texts on the same topic.

Range of Reading and Level of Text Complexity
With prompting and support, read informational texts of appropriate complexity for grade 1.

Writing
- Write narratives with two or more sequenced events, including details regarding what happened. Use temporal words (*first, then, last*) to signal event order and provide a sense of closure.
- Write informative texts that name a topic, supply facts about the topic, and provide a sense of closure.
- Write opinion pieces that introduce a topic, state an opinion about the topic, supply a reason for the opinion, and provide a sense of closure.
- Participate in shared research and writing projects on a given topic.
- With support, recall information from experiences or gather information from sources to answer a question.
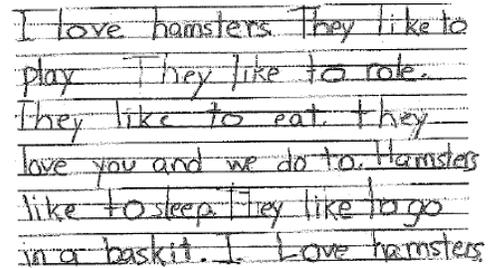
Language
Conventions of Standard English
Demonstrate command of conventions of capitalization, punctuation, and spelling when writing:
- Write in complete sentences.
- Use end punctuation for sentences.
- Capitalize dates and names of people.
- Print all upper and lower case letters.
- Use commas in dates and to separate single words in a series (*monkeys, tigers, and lions)*.
- Use conventional spelling for words with common spelling patterns and for common irregular words (*have, said*).
- Spell untaught words phonetically (*skee, favorit, majik)*

Vocabulary Acquisition and Usage
- Use grade appropriate vocabulary

Speaking and Listening
Comprehension and Collaboration
- Participate in conversations about grade 1 topics with peers and adults in small and large groups.
- Follow rules for discussion (*listening to others and taking turns speaking*).
- Build on others' talk in conversations by responding to comments.
- Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.

- Use complete sentences when appropriate to task and situation.

MATHEMATICS

Operations and Algebraic Thinking
Represent and solve problems involving addition and subtraction.
- Use addition and subtraction within 20 to solve word problems of adding to, taking from, putting together, taking apart, and comparing; represent the problem using objects, drawings and equations.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (*7 + X = 15*).

Understand and apply properties of operations and the relationship between addition and subtraction.
- Apply properties of operations as strategies to add and subtract. (*If* 8 + 3 = 11, *then 3 + 8 = 11. To add 2 + 6 + 4, the second two numbers can be added to make a ten.*)
- Understand subtraction as an unknown-addend problem. (*Subtract 10 – 8 by finding the number that makes 10 when added to 8.*)

Add and subtract within 20 with fluency to 10.
- Relate counting to addition and subtraction. (*To add 2, count on 2 more on a number line.*)
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

Work with addition and subtraction equations.
- Understand the meaning of the equal sign; determine if equations involving addition and subtraction are true or false.
- Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers. *(8 + __ = 12; 12 - __ = 8)*

Numbers and Operations in Base Ten
**Extend the counting sequence.**
- Count to 120, starting at any number less than 120. Read and write numerals and represent objects with a written numeral.

Understand place value.
Understand that the two digits of a two-digit number represent amounts of tens and ones:
- Understand that tens can be thought of as a bundle of ten ones.
- Understand that the numbers from 11 to 19 are composed of a ten and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones.
- Understand that the numbers 10, 20, 30, 40…90 refer to one, two three, four, etc. tens and zero ones.
- Compare two 2-digit numbers, recording the results with the symbols > , =, and <.
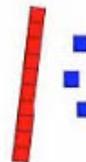
Use place value understanding and properties of operations to add and subtract.
- Add within 100. Add a two-digit number and a one-digit number. Add a two-digit number and a multiple of 10. Use concrete models, drawings, and strategies. Relate the strategy to a written method and explain the reasoning used.
- Understand that in adding two-digit numbers, tens and tens are added together; ones and ones are added together; and sometimes, it is necessary to compose a ten.
- Given a two-digit number, mentally find 10 more or 10 less than the number without having to count.
- Subtract multiples of 10 in the range 10 – 90, using concrete models, drawings, and strategies. Relate the strategy to a written method and explain the reasoning used.

Measurement and Data

Measure lengths indirectly and by repeating length units.
- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- Express length as a whole number of length units, by laying multiple copies of a shorter object end to end.
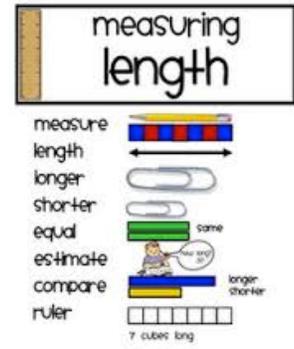
Tell and write time.
- Tell and write time on hours and half-hours using analog and digital clocks.
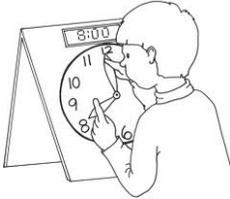
Represent and interpret data.
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less in one category than in another.

Geometry

Reason with shapes and their attributes:
- Distinguish between defining attributes (*triangles have three sides*), versus non-defining attributes (*color, orientation, size*). Build and draw shapes that have defining attributes.
- Compose two-dimensional shapes (*rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles*) or three-dimensional shapes (*cubes, rectangular prisms, cones*) to create a composite shape. Compose new shapes from the composite shape.
- Divide circles and rectangles into two and four equal shares. Describe the shares using the words *halves, fourths,* and *quarters* and using the phrases *half of, fourth of, quarter of.* Understand that creating more equal shares creates smaller shares.

Standards for Mathematical Practice

In addition to specifying specific grade level content and skills in mathematics, the Common Core State Standards identify eight mathematical practices that all students should use as they continue to develop as mathematicians.

1. Make sense of problems and persevere in solving them. Students in Grade 1 examine tasks (*problems*), can make sense of the meaning of the task and find a way to start the task. Grade 1 students also develop a foundation for problem solving strategies and become independently proficient on using those strategies to solve new tasks. In Grade 1, students' work builds from Kindergarten and still heavily relies on concrete objects and pictorial representations. The exception is when the CCSS uses the word "fluently," which refers to mental math. Grade 1 students also are expected to persevere while solving tasks; that is, if students reach a point in which they are stuck, they can reexamine the task in a different way and continue to solve the task. Lastly, at the end of a task mathematically proficient students in Grade ask themselves the question, "Does my answer make sense?"

2. Reason abstractly and quantitatively. Students in Grade 1 make sense of quantities and their relationships while solving tasks. This involves two processes—decontextualizing and contextualizing. In Grade 1, students represent situations by decontextualizing tasks into numbers and symbols. For example, in the task, "There are 60
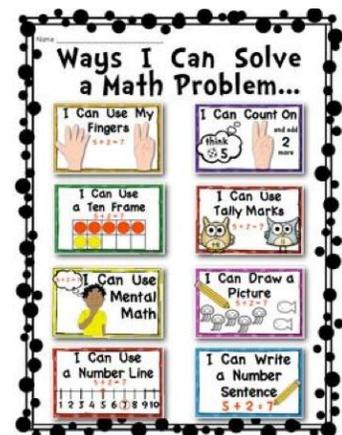
children on the playground and some children go line up. If there are 20 children still playing, how many children lined up," Grade 1 students are expected to translate that situation into the equation: 60 – 20 = ___ and then solve the task. Students also contextualize situations during the problem solving process. For example, while solving the task above, students refer to the context of the task to determine that they need to subtract 20 since the number of children on the playground is the total number except for the 20 that are still playing. The processes of reasoning also applies to Grade 1, as they look at ways to partition 2-dimensional geometric figures into halves, and fourths.

3. Construct viable arguments and critique the reasoning of others. Students in Grade 1 accurately use definitions and previously established answers to construct viable arguments about mathematics. For example, while solving the task, "There are 15 books on the shelf. If you take some books off the shelf and there are now 7 left, how many books did you take off the shelf," students will use a variety of strategies to solve the task. After solving the class, Grade 1 students are expected to share problem-solving strategies and discuss the reasonableness of their classmates' strategies.

4. Model with mathematics. Students in Grade 1 model real-life mathematical situations with a number sentence or an equation, and check to make sure that their equation accurately matches the problem context. Grade 1 students rely on concrete objects and pictorial representations while solving tasks, but the expectation is that they will also write an equation to model problem situations. For example, while solving the task, "There are 11 bananas on the counter. If you eat 4 bananas, how many are left," Grade 1 students are expected to write the equation 11 - 4 = 7. Likewise, Grade 1 students are expected to create an appropriate problem situation from an equation. For example, students are expected to create a story problem for the equation 13 - 7 = 6.

5. Use appropriate tools strategically. Students in Grade 1 have access to and use tools appropriately. These tools may include counters, place value (base ten) blocks, hundreds number boards, number lines, and concrete geometric shapes (*pattern blocks, 3-d blocks*). Students also have experiences with educational technologies, such as calculators and virtual manipulatives. During classroom instruction, students have access to various mathematical tools and determine which tools are the most appropriate to use. For example, while solving 12 + 8 = ___, students explain why place value blocks are more appropriate than counters.

6. Attend to precision. Students in Grade 1 are precise in their communication, calculations, and measurements. In all mathematical tasks, students in Grade 1 describe their actions and strategies clearly, using grade-level appropriate vocabulary, giving precise explanations and reasoning regarding their process of finding solutions. For example, while measuring objects iteratively (*repetitively*), students check to make sure that there are no gaps or overlaps. During tasks involving number sense, students check their work to ensure the accuracy and reasonableness of solutions.

7. Look for and make use of structure. Students in Grade 1 carefully look for patterns and structures in the number system and other areas of mathematics. While solving addition problems, students begin to recognize the commutative property (*7 + 4 = 11 so 4 + 7 = 11*). While decomposing (*breaking down*) two-digit numbers, students realize that any two-digit number can be broken down into tens and ones (*35 = 30 + 5, 76 = 70 + 6*). Further, Grade 1 students make use of structure when they work with subtraction as missing addend problems (*13 - 7 = __ can be written as 7+ __ = 13 and can be thought of as how much more do I need to add to 7 to get to 13*).

8. Look for and express regularity in repeated reasoning. Students in Grade 1 begin to look for regularity in problem structures when solving mathematical tasks. For example, when adding up three one-digit numbers and using the make-10 strategy or the doubles strategy, students engage in future tasks looking for opportunities to use those same strategies. For example, when solving 8 + 7 + 2, a student may say, "I know that 8 and 2 equal 10 and then I add 7 to get to 17. It helps to see if I can make a 10 out of 2 numbers when I start." Further, students use repeated reasoning while solving a task with multiple correct answers. For example, in the task, "There are 12 crayons in the box. Some are red and some are blue. How many of each could there be," Grade 1 students are expected to realize that the 12 crayons could include 6 of each color (6 + 6 = 12), 7 of one color and 5 of another (7 +5 = 12), etc.