

# Monrovia Unified School District

## REPORT CARD GUIDE FOR FAMILIES- First Grade Information

The following information will assist you in understanding your child's Common Core State Standards-based report card. Multiple pieces of evidence, including classwork, homework, tests, and projects are used to assess how well your student is progressing in meeting the standards for first grade. **A student's grade will be determined by his/her progress toward meeting standards and goals set for the end of the school year. Therefore, it will be normal for marks to be lower in the beginning of the year and show improvement as students come to master standards.**

Report card marks are numerical and are described as:

**4 -Advanced:** Thoroughly demonstrates proficiency; grasps, applies, and extends key concepts and skills

**3-Proficient:** Demonstrates proficiency; grasps and applies key concepts, processes, and skills with few errors

**2-Partial:** Beginning to grasp and apply key concepts, processes and skills

**1-Minimal:** Minimal progress toward understanding the key concepts, processes and skills, struggling even with assistance

**N/A or \*:** Standard not taught or assessed at this time

Below is a list of skills your student is working toward mastering this year in first grade. Your student's report card reflects how far he/she has progressed in each area. This form provides a line item description of each area of the report card. Each skill is followed in parenthesis by a reference to its specific Common Core State Standard. For more details regarding Common Core State Standards (CCSS), please see the California Department of Education website under the Students and Parents tab <http://www.cde.ca.gov/re/cc/> or [corestandards.org](http://corestandards.org).

### **LANGUAGE ARTS**

#### ***Reading Standards for Literature and Informational Text***

##### Key Ideas and Details

Student can...

- tell who, what, where, when, why and how after reading stories. (RL.1.1)
- retell a story. (RL.1.2)
- tell the characters, setting and what happens in a story. (RL.1.3)
- tell who, what, where, when, why and how after reading nonfiction. (RI.1.1)
- find the main topic and details in a section of nonfiction. (RI.1.2)
- make and describe connections between two people, events or ideas in nonfiction. (RI.1.3)

**KEY TO CCSS ABBREVIATIONS:**  
English Language Arts Standards  
RL= Reading Literature  
RI=Reading Informational Text  
RF=Reading Foundational Skills  
W=Writing  
SL=Speaking and Listening  
L=Language

Therefore, RL.1.2 refers to:

- Reading Literature
- 1st grade
- standard number 2

#### Craft and Structure

Student can...

- understand how words in a story can tell about feelings and the senses. (RL.1.4)
- tell the difference between fiction and nonfiction. (RL.1.5)
- talk about who is telling a story. (RL.1.6)
- ask and answer questions to help understand new words. (RI.1.4)
- use text structure and features (headings, table, glossaries, electronic menus) to help understand nonfiction. (RI.1.5)
- use words and pictures to help understand nonfiction. (RI.1.6)

## Integration of Knowledge and Ideas

Student can...

- use words and pictures to help understand nonfiction. (RI.1.7)
- find reasons to support the main idea of nonfiction. (RI.1.8)
- compare and contrast the main idea of two nonfiction texts. (RI.1.9)

## Reading Comprehension

Student consistently can...

- read and understand first grade fiction (RL.1.10)
- read and understand first grade nonfiction (RI.1.10)
- use what he/she already knows to understand text. (RL & RI.1.10)
- use the illustrations to make predictions about a text. (RL & RI.1.10)

## **Foundational Skills**

### Print Concepts

Student can...

- use basic text features to help him/her read (find the first word, capitalization, ending punctuation) (RF.1.1)

### Spoken Words, Syllables and Sounds

Student can...

- tell the number of syllables in words (RF.1.2)
- tell about different sounds in a word. (RF.1.2)

### Word Recognition and Phonics

Student can...

- use digraphs (two letters representing one sound; e.g. -ph) to help me read. (RF.1.3)
- read one syllable words. (RF.1.3)
- read vowel teams (magic e, ea, ay, oa) (RF.1.3)
- read two syllable words. (RF.1.3)
- read first grade words. (RF.1.3)

### Reading Fluency

Student can...

- read with expression. (RF.1.4)
- read accurately. (RF.1.4)
- re-read to understand what words mean. (RF.1.4)

## **Writing**

### Text Types and Purposes

Student can write different types of writing, he/she can...

- write his/her opinion. (W.1.1)
- write to teach something. (W.1.2)
- write to tell a story. (W.1.3)

### Production and Distribution

With support, student can improve his/her writing by...

- revising and editing his/her writing. (W.1.5)
- publishing his/her writing. (W.1.6)

### Research to build and present knowledge

Student can use research to help his/her writing, student can...

- help the class research. (W.1.7)

- help the class write. (W.1.7)
- remember what he/she has been taught to answer a question. (W.1.8)

### ***Speaking and Listening***

#### Comprehension and Collaboration

Student can understand and talk about what he/she hears, student can...

- follow rules for discussions. (SL.1.1)
- talk with others. (SL.1.1)
- participate in a conversation. (SL.1.1)
- ask questions during discussions. (SL.1.1)
- tell about the main ideas and details after listening or reading. (SL.1.2)
- give, restate, and follow simple two-step directions. (SL.1.2)
- ask and answer a question about what a speaker says. (SL.1.3)

#### Presentation of Knowledge and Ideas

Student can share what he/she knows, student can...

- tell about people, places and things. (SL.1.4)
- memorize and expressively recite poems, rhymes, and songs. (SL.1.4)
- use drawings to share what he/she knows. (SL.1.5)
- speak and write in complete sentences. (SL.1.6)

### ***Language***

#### Conventions of Standard English

Student can use proper English when writing and speaking; student can...

- print all uppercase and lowercase letters. (L.1.1)
- use common, proper, and possessive nouns. (L.1.1)
- use singular and plural nouns with the right verb. (L.1.1)
- use pronouns (I, me, my, they, them, their). (L.1.1)
- use adjectives and adverbs correctly. (L.1.1)
- use past, present, and future tense verbs. (L.1.1)
- use adjectives. (L.1.1)
- use conjunctions (and, but, or, so, because). (L.1.1)
- use determiners (a, the, this, that, my, many, few). (L.1.1)
- make simple and compound sentences. (L.1.1)
- make telling and asking sentences. (L.1.1)
- capitalize dates and names of people. (L.1.2)
- punctuate sentences. (L.1.2)
- use commas in dates. (L.1.2)
- use commas when writing groups of 3. (L.1.2)
- spell first grade words. (L.1.2)
- use what he/she knows about phonics to spell new words. (L.1.2)

#### Vocabulary Development

Student can figure out what words mean and use them in different situations, student can...

- use context clues to help him/her understand a new word or words. (L.1.4)
- use the beginnings and endings of words to help him/her figure out what a new word means. (L.1.4)
- use root words to help him/her learn new words. (L.1.4)
- sort words into categories. (L.1.5)
- tell why words belong in categories. (L.1.5)
- tell how words are used in real-life (My bed is cozy.). (L.1.5)
- tell the difference between similar verbs. (L.1.5)
- use words like because to help him/her explain. (L.1.6)

## **MATHEMATICS**

### Operations and Algebraic Thinking (OA)

Students can...

- use strategies to solve addition word problems. (1.OA.1)
- use strategies to solve subtraction word problems. (1.OA.1)
- solve word problems by adding 3 whole numbers. (1.OA.2)
- use the commutative property of addition. (1.OA.3)
- use the associative property of addition. (1.OA.3)
- use an addition fact to help him/her answer a subtraction problem. (1.OA.4)
- count to help him/her add and subtract. (1.OA.5)
- add facts within 20 automatically. (1.OA.6)
- subtract facts within 20. (1.OA.6)
- know what an equal sign means. (1.OA.7)
- tell if addition and subtraction equations are true or false. (1.OA.7)
- write and solve number sentences using addition and subtraction within 20 (1.OA.7)
- tell the missing number in an addition or subtraction problem. (1.OA.8)

### **KEY TO CCSS ABBREVIATIONS:**

Math standards are written in the following order:

Grade.Domain.standard

Therefore, 1.MD.1 refers to:

- 1st grade
- Measurement and Data
- Standard number 1

### Numbers and Operations in Base Ten (NBT)

Student can use number sense and place value to help in understanding math, student can...

- count to 120. (1.NBT.1)
- tell how many tens and how many ones are in a number. (1.NBT.2)
- compare two-digit numbers using  $<$ ,  $=$ , and  $>$ . (1.NBT.3)
- use manipulatives and pictures to help solve problems within 100. (1.NBT.4)
- use math strategies to help solve problems within 100. (1.NBT.4)
- find 10 more or 10 less in his/her head. (1.NBT.5)
- subtract multiples of 10 under 100 and explain what he/she did. (1.NBT.6)

### Measurement and Data (MD)

Using measurement and data, student can...

- put three objects in order from longest to shortest. (1.MD.1)
- tell the length of an object using whole numbers. (1.MD.2)
- tell and write time in hours and half-hours using a clock. (1.MD.3)
- relate time to events. (1.MD.3)
- organize data. (1.MD.4)
- understand data. (1.MD.4)
- ask and answer questions about data. (1.MD.4)
- describe, extend, and explain repeating patterns. (1.MD.4)

### Geometry (G)

Using geometry to assist in understanding math, student can...

- tell about shapes. (1.G.1)
- build and draw shapes. (1.G.1)
- make two-dimensional shapes. (1.G.2)
- make three-dimensional shapes. (1.G.2)
- use shapes to make new shapes. (1.G.2)
- divide shapes into parts. (1.G.3)