



Progress Report Guide

First Grade

Academic Progress Key:	Descriptor(s):
C = Consistently observed:	This student consistently and independently meets expectations.
G = Generally observed:	This student generally meets expectations.
N = Needs prompting:	This student meets expectations with assistance and redirecting.
R = Rarely observed:	This student rarely meets expectations.
4 = Exceeding Standards at trimester:	In addition to Score 3 performance, the student demonstrates in-depth inferences and/or applications.
3.5 = Meeting Standards at trimester:	In addition to Score 3 performance, the student demonstrates partial success at inferences and applications.
3 = Meeting Standards at trimester:	The student knows and applies the simple or complex information and/or processes that were explicitly taught. There are no major errors or omissions.
2.5 = Progressing toward Standards at trimester:	The student knows and can apply simpler details and processes. The student demonstrates partial knowledge of the more complex ideas and processes.
2 = Progressing toward Standards at trimester:	The student knows simpler details and processes. There are major errors or omissions regarding the more complex ideas and processes.
1 = Below toward Standards at trimester:	With help, the student demonstrates a partial understanding of some of the simpler and complex details and processes.
NE = Not Evaluated at this time M = Modified	

Work Habits, Study and Social Skills – *Behaviors that Promote Learning*

- Cooperates and interacts positively with others
- Participates appropriately
- Shows respect for property
- Chooses appropriate times to interact with peers
- Follows directions (written and oral)
- Is prepared with materials and ready to work
- Meets homework requirements
- Organizes workspace and materials
- Makes productive use of class time
- Works independently
- Produces quality work
- Writes legibly

Reading Standards

English Language Arts

Reading Literature

Key Ideas and Details

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 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 appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.

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 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 in a text.

Craft and Structure

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- 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 Complexity

- With prompting and support, read informational texts appropriately complex for grade 1.

Reading Standards

English Language Arts

Reading

Foundational Skills

Print Concepts

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

Phonological Awareness

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

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.
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.

- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

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 on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

English Language Arts

Writing *Opinion*

Students 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, use linking words, and provide some sense of closure.

Writing *Informative/Explanatory*

Students write informative/explanatory texts in which they name the topic, supply some facts about the topic, and provide some sense of closure.

Writing *Opinion Structure*

- Introduces the topic or text.
- States an opinion.
- Provides some sense of closure.

Writing *Informative/Explanatory Structure*

- Names a topic.
- Supplies some facts about the topic.
- Provides some sense of closure.

Writing *Opinion Elaboration*

- States a reason for the opinion.

Writing Standards

English Language Arts

Writing Narrative

Students write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal order, and provide some sense of closure.

Writing Narrative Structure

- Provides an introduction.
- Recounts two or more appropriately sequenced events.
- Uses temporal/transitional words to signal event order.
- Provides some sense of closure.

Writing Narrative Elaboration

- Includes some details regarding what happened.

Speaking and Listening Standards

English Language Arts

Speaking and Listening Comprehension and Collaboration

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

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Speaking and Listening Standards

English Language Arts

Speaking and Listening

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 to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.

Language Standards

English Language Arts

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
 - 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*).
 - Use frequently occurring adjectives.
 - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - Use determiners (e.g., articles, demonstratives).
 - Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

continued

Language Standards

English Language Arts

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Language Standards Knowledge of Language

(L.1.3 begins in grade 2)

Language Standards Vocabulary Acquisition and Use

- 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.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - 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.
- 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*).

Mathematics Standards

Math

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction

- 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.
- 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

- Apply properties of operations as strategies to add and subtract. *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.)*
- 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

- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

- 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 leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations

- 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
- 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 $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.*

continued

Mathematics Standards

Math

Numbers 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

- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - 10 can be thought of as a bundle of ten ones — called a “ten.”
 - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - 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).
- 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

- 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.

- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 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.

Math

Measurement and Data

Measure lengths indirectly and by iterating length unit

- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 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

- Tell and write time in 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 are in one category than in another. total number of data points, how many in each category, and how many more or less are in one category than in another.

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Mathematics Standards

Math

Geometry

Reason with shapes and their attribute

- 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.
- 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.
- 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.

Science Standards

Science

Concepts/Inquiry

Student understands and uses scientific concepts and principles related to topics of:

Waves: Light and Sound:

www.nextgenscience.org/topic-arrangement/1waves-light-and-sound

Structure, Function, and Information Processing:

www.nextgenscience.org/topic-arrangement/1structure-function-and-information-processing

Space Systems: Patterns and Cycles:

www.nextgenscience.org/topic-arrangement/1space-systems-patterns-and-cycles

K-2 Engineering Design:

www.nextgenscience.org/topic-arrangement/k-2engineering-design

Social Studies Standards

Social Studies *Concepts*

Families (near and far; now and then)

In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

Art Standards

Art *Participation*

Due to the subjectivity of art, MISD art teachers assess primarily on student participation using the following academic progress key:

C = Consistently Observed: This student consistently and independently meets expectations.

G = Generally Observed: This student generally meets expectations.

N = Needs Prompting: This student meets expectations with assistance and redirecting.

R = Rarely Observed: This student rarely meets expectations.

First Grade
Music Standards

Music
Concepts and Skills

- Student understands and applies knowledge and skills
- Student demonstrates thinking skills using artistic processes of creating, performing, and responding
- Student communicates through music
- Student makes connections within and across the arts to other disciplines, life, cultures, and work

Music
Participation

Student exhibits responsible personal and social behavior that respects self and others in musical settings

First Grade
Physical Education Standards

PE
Skills

Student develops fundamental and complex movement skills, as developmentally appropriate

- Locomotor
- Non-Locomotor
- Manipulatives

PE
Sportsmanship

Student exhibits responsible personal and social behavior that respects self and others in physical activity settings

- Participation
- Attitude

First Grade
Elementary World Language Program

Spanish
Learner Engagement

Student exhibits responsible personal and social behavior that respects self and others in the Spanish classroom.

- Student interaction with teacher and peers.
- Positive attitude.
- Adhering to classroom expectations.
- Active participation.