

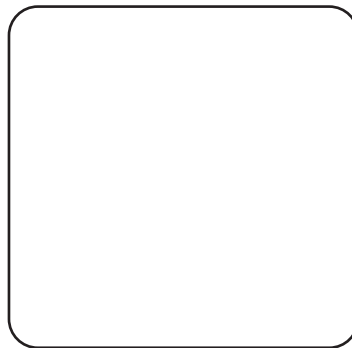


Understanding your child's **REPORT CARD**

For first grade



- Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the second trimester
- Learning habit indicators with descriptions



Trimester 2

Prepared for by the
Anoka-Hennepin Schools
Curriculum Department

TIPS

Understanding Your Child's Report Card

The goal of the report card is to provide meaningful information that families can use to team with teachers to support their children's learning.

- 1.** The report cards are based on the Minnesota Academic Standards. The standards define what all Minnesota students should know and be able to do in every subject, from kindergarten through grade 12.
- 2.** Anoka Hennepin School District has written report card "indicators" that represent specific skills and or knowledge students must acquire for each reporting period. A "benchmark" measures the level of learning each child should achieve for each indicator.
- 3.** Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.
- 4.** Academic measures are as follows:
 - 4 - Exceeds standards
 - 3 - Meets district benchmark
 - 2 - Approaching district benchmark
 - 1 - Below district benchmark
- 5.** A grade of "3" is really good! The Minnesota Academic Standards represent a high level of learning so a grade of 3 represents a great accomplishment for a child.
- 6.** Included in this booklet are descriptions of what your child should be able to do to meet each expectations. This also tells you which trimester it will be graded.

For example:
Report Card Indicator: Tells Time

Indicator Description:

 - ⇒ Tells time to the quarter-hour
 - ⇒ Distinguishes between a.m. and p.m.
- 7.** Your child will get marks for "learning habits". These include such things as "demonstrates on-task behaviors" and "demonstrates organizational skills." These marks will be:
 - + Consistently
 - +/- Sometimes
 - Rarely
- 8.** Learning habits are important because good habits help your child learn!
- 9.** The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.



ACADEMIC MEASURES

4 - EXCEEDS STANDARD

Exceeds grade level expectations. The student consistently demonstrates the skill and/or understands concepts at a level exceeding expectations.

A "4" indicates the student has advanced understanding of the academic skills represented by this indicator. The student engages in further inquiry and extends learning. A "4" is difficult to obtain.

3 - MEETS DISTRICT BENCHMARK

Meets expectations for this reporting period. The student demonstrates the skill and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has proficient understanding.

We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated.

2 - APPROACHING DISTRICT BENCHMARK

Meets some expectations for this reporting period. The student sometimes demonstrates the skill and/or understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is partially proficient. A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

1 - BELOW DISTRICT BENCHMARK

Does not meet expectations for this reporting period. The student seldom demonstrates the skill and/or understands concepts for this reporting period.

A "1" indicates the student has minimal understanding and that performance is inconsistent even with guidance and support.

NG - NO GRADE

Progress on these indicators is not reported this trimester.

What Should My Child Be Able to Do to Meet Expectations

(THESE DESCRIPTIONS REPRESENT A 3 FOR TRIMESTER 2)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

Demonstrates understanding of spoken words and sounds

- ⇒ Recognizes and generates rhyming words
- ⇒ Isolates initial, medial, and final sounds
- ⇒ Blends spoken phonemes to form words
- ⇒ Segments spoken words in phonemes
- ⇒ Distinguishes between long- and short-vowels
- ⇒ Manipulates phonemes (*addition, deletion, substitution*)

Applies phonics and word analysis skills/strategies

- ⇒ Hears and uses sound/letter correspondence
- ⇒ Blends sounds into words, including VC, CVC, CVCe, CVVC words
- ⇒ Blends common word families (*ave, ame, ate, ae, ake, ave, ade, ase, ape, ane, ide, ife, ile, ine, ite, ipe, ise dge, ice, ace, ube, oke, one, ese, obe, ude, ole, ute, use, uge, oze, ule, ame, ent, ood, ook, oof, ail, ail, ain, aint, aist, aid*)
- ⇒ Reads words with consonant blends (*nk, nt, st, sk, mp, nd, nk, nt,*)
- ⇒ Reads words with initial and medial short vowels
- ⇒ Decodes one-syllable words in isolation and in context
- ⇒ Distinguishes between similarly spelled words

- ⇒ Identifies and reads common high-frequency words, irregularly spelled (*eat, no, of, under, who, all, call, day, her, want, around, by, many, place, walk, away, now, some, today, way, why, green, grow, pretty, should, together, water, any, from, happy, once, so, upon, ago, boy, girl, how, old, people, after, buy, done, every, soon, work, about, animal, carry, eight, give, our*)
- ⇒ Identifies and reads compound words and contractions (*n't*)
- ⇒ Uses knowledge of spelling patterns to identify syllables
- ⇒ Identifies and reads regular plurals
- ⇒ Identifies and reads words with Long vowels (*silent e, vowel teams*) (*a_e, i_e, o_e, u_e, e_e, a, ai, ay*)
- ⇒ Identifies and reads words with vowel digraphs (*variant vowels*) (*oo*)
- ⇒ Identifies and reads words with hard/soft consonants (*c, g*)
- ⇒ Identifies and reads words with initial consonant digraphs (*sh, th, ch, wh, ph*)
- ⇒ Identifies and reads words with medial and final consonant digraphs (*th, sh, -ng, ch, tch, ph*)
- ⇒ Identifies and reads words with silent letters (*a_e, i_e*)
- ⇒ Identifies and reads words with inflectional endings (*-ing, -es, -ed*)

Reads grade-level text accurately and fluently

- ⇒ Applies letter/sound knowledge to decode phonetically regular words accurately
- ⇒ Reads high-frequency words fluently
- ⇒ Uses appropriate rate, expression, intonation and phrasing
- ⇒ Reads with automaticity (*accurately and effortlessly*)
- ⇒ Uses punctuation cues in reading
- ⇒ Reads with purpose and understanding
- ⇒ Reads orally with accuracy
- ⇒ Uses context to confirm or self-correct word recognition
- ⇒ Emphasizes a word or phrase
- ⇒ Tones change depending on punctuation

READING: LITERATURE AND INFORMATIONAL

Note: Students must independently read and respond to a broad range of genres and topics at Grade 1 text complexity

Describe characters, setting and events using key details found in text and illustrations

- ⇒ Uses the text and illustrations to identify the characters, settings, and events

Identifies main topic and retells key details of a text

- ⇒ Identifies key details of a selection

Knows and uses text features to locate information in a text

- ⇒ Uses Text Features: captions, lists, maps, diagram, and chart to locate key facts and information

WRITING

Writes to communicate effectively; opinion, informational, narrative

Narrative

- ⇒ Includes characters
- ⇒ Uses describing details
- ⇒ Uses sensory details
- ⇒ Includes rhyming words
- ⇒ Uses specific words
- ⇒ Includes events in sequence order

Informative

- ⇒ Uses clues from the text or pictures to explain answer
- ⇒ Includes a beginning sentence that tells what writing is about
- ⇒ Includes a main idea
- ⇒ Includes facts from the text or pictures
- ⇒ Includes supporting details

Opinion

- ⇒ Focuses on opinion
- ⇒ Provides reasons to support opinion
- ⇒ Includes facts from text and pictures

Responds to questions and suggestions to strengthen writing

- ⇒ Uses the writing process with guidance and support from peers and adults to develop and strengthen writing:
 - Prewriting
 - Draft
 - Revise
 - Edit and publish
 - Evaluate

Participates in research and writing projects; publishes using a variety of digital tools

- ⇒ Produces and shares research and writing projects using digital tools independently and in collaboration with peers

LANGUAGE

Uses grammar and punctuation in writing and speaking; learns and applies spelling strategies to written work

- ⇒ Prints all upper- and lowercase letters
- ⇒ Capitalizes the first letter in a sentence
- ⇒ Includes punctuation at the end of a sentence
- ⇒ Uses commas to separate words in a series
- ⇒ Capitalizes and underlines titles of plays
- ⇒ Uses apostrophe in contractions (*n't*)
- ⇒ Uses common and proper nouns
- ⇒ Capitalizes proper nouns
- ⇒ Uses irregular plural nouns
- ⇒ Uses singular and plural nouns with matching verbs (*is, are, was, were*)
- ⇒ Uses possessive nouns
- ⇒ Uses an apostrophe with possessive nouns
- ⇒ Uses verbs
(*past, present and future tense*)
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words
(*spelling words and high-frequency words*)
- ⇒ Spells untaught words phonetically

SPEAKING, LISTENING AND VIEWING

Participates in discussions within a group effectively

Listening Strategies

- ⇒ Always looks at the speaker
- ⇒ Respects others by not interrupting them

- ⇒ Repeats others' ideas to check understanding
- ⇒ Asks questions for clarity
- ⇒ Respects others' opinions/ideas

Speaking Strategies

- ⇒ Takes turns speaking
- ⇒ Asks others to share their ideas and opinions
- ⇒ Raises hand to speak
- ⇒ Stays on topic
- ⇒ Connects own ideas to the comments of others
- ⇒ Gives others a chance to think after asking a question

Presents information and ideas effectively

Speaking Strategies

- ⇒ Responds to questions others ask and speak in complete sentences when they answer questions about details
- ⇒ Uses relevant details to describe people and places in their discussions
- ⇒ Speaks in a clear voice so that others can hear them
- ⇒ Uses gestures and point to their posters or other visuals to communicate ideas and information
- ⇒ Uses appropriate volume for the setting
- ⇒ Maintains eye contact
- ⇒ Speaks clearly and at an appropriate rate
- ⇒ Adds drawings to their presentation to clarify ideas
- ⇒ Uses words that express their ideas and feelings clearly
- ⇒ Has conversations about work with both peers and adults

MATHEMATICS

NUMBER & OPERATION

Counts, reads, represents numbers*

- ⇒ Reads and writes numbers to 100
- ⇒ Represents quantities up to 100
(*tally marks, pictures, tools, etc.*)
- ⇒ Counts forward to 120 from any number
- ⇒ Counts backward from 100
- ⇒ Counts a collection beyond 20
- ⇒ Counts forward and backward 10 from any multiple of 10 to 100
- ⇒ Skip counts by 10s to 100
(*decade numbers*)
- ⇒ Skip counts by 2s to 20
- ⇒ Skip counts by 5s to 50

Demonstrates an understanding of number relationships*

- ⇒ Uses tens and ones to describe numbers
(*ex. 13 is one ten and 3 ones*)
- ⇒ Use popsicle sticks or cubes to model groups of tens and ones.
- ⇒ Automatically tells 1 more and 10 more than any number, 0-100
- ⇒ Automatically tells 1 less and 10 less than any number, 10-100
- ⇒ Compares two numerals, 0-100
- ⇒ Identify the larger of two numbers
- ⇒ Use $<$, $>$, $=$ symbols
- ⇒ Orders numerals 0 - 100
- ⇒ Uses words to describe the size of numbers

Such as: more than, less than, least, fewer, equal to, is about

Uses computational strategies to solve problems

- ⇒ Solves equations & story problems in addition to 20 and subtraction to 10
 - Inverse relationships (*ex. $3+2=5$, so $5-3=2$*)
 - Counting-on/counting back (*ex. When solving $7+4$, starting at 7, then counting 4 more for a total of 11*)
 - Known facts (*ex. $4+4=8$, $10+5=15$*)
 - Explain why their strategy makes sense
- ⇒ Finds sums and differences for multiples of ten between 0 and 100 in various contexts
 - Addition and subtraction story problems
 - Equations
 - Number line
- ⇒ Composes and decomposes numbers to 12 without counting
 - Automatic with finger patterns to 10
 - Automatic with parts of ten using ten-frame and number rack
 - Solve addition and subtraction problems using basic facts to 10



ALGEBRA

Identifies and uses rules to create and extend patterns

- ⇒ Recognizes and extends NUMBER patterns including but not limited to growing and shrinking numbers, skip counting by 2s, 5s and 10s

Represents and solves real-world +/- problems

- ⇒ Represent addition/subtraction problems using numbers, pictures or objects, working in the range 0-20
- ⇒ Determine if equations are true, working in the range 0-20
- ⇒ Identify missing numbers in equations, with numbers up to 20
(ex. $\square = 3 + 5$, $3 + \square = 8$, $\square - 2 = 8$)
- ⇒ Solve addition and subtraction equations and story problems to 100, using representations such as drawings and number lines

GEOMETRY AND MEASUREMENT

Describes and creates 2D & 3D shapes*

- ⇒ Compose and Decompose Shapes
 - Understand shapes can be made up of a variety of other shapes
 - Create 2D and 3D shapes using other shapes

SCIENCE

Life Science:

- ⇒ Students will conduct research to determine patterns in behavior of parents and offspring that help offspring survive, investigations will provide evidence on how animal communication impacts survival

- ⇒ Students make observations to construct an evidence-based argument that young animals are like, but not exactly like, their parents.
- ⇒ Students will design, refine, build and test a device that uses sound to communicate over a distance

SOCIAL STUDIES

Geography: People and Places

Note: Instruction begins Trimester 1, but will not be reported until the unit is complete in Trimester 1 or 2

Sketch Maps

- ⇒ Creates a sketch map of a familiar place that includes a title and labels
- ⇒ Illustrates and arranges features on a sketch map of a familiar place
- ⇒ Describes information found on maps

Location

- ⇒ Identifies a specific place on a map
- ⇒ Uses relative location words to identify the location of a specific place
(e.g. *near, far, behind, in front, next to*)
- ⇒ Uses absolute location words to identify the location of a specific place
(e.g. *Room 224 or an address*)
- ⇒ Explains why or when it is important to use absolute versus relative location

Characteristics

- ⇒ Identifies human and physical characteristics of where you live
- ⇒ Identifies human and physical characteristics of a faraway place
- ⇒ Compares the physical characteristics of a nearby place to a faraway place

- ⇒ Compares the human characteristics of a nearby place to a faraway place
- ⇒ Describes how the physical characteristics of a place affect the way people live

Economics: Choices, Scarcity and Trade

- ⇒ Describes some costs and benefits of alternative choices
- ⇒ Defines scarcity as not having enough of something to satisfy everyone's wants
- ⇒ Gives examples of scarcity
- ⇒ Explains that people trade (*voluntarily*) when they each expect to benefit

History: Changes Over Time

Note: Instruction begins Trimester 2, but will not be reported until the unit is complete in Trimester 3

- ⇒ Creates a timeline that shows change over time
- ⇒ Asks basic questions such as:
 - What happened?
 - When did it happen?
 - Who was involved?
 - How and why did it happen?
 - How do we know what happened?
 - What effect did it have?
- ⇒ Uses historical records and artifacts to describe how people lived at a particular time in the past
- ⇒ Compares and contrasts types of technology:
 - Places and buildings
 - Communication
 - Transportation
- ⇒ Uses historical records (*photographs, diary/journal entries, textbooks*) and artifacts to compare and contrast how people lived in the past with how people

live today including: communication, entertainment/recreation, transportation, clothing and schools

- ⇒ Identifies if someone or something is from the past or present

HEALTH

Understands concepts and topics

Note: Instruction will occur throughout the year and will be reported on in Trimester 3

- ⇒ Recognizes emotions and expresses them in a healthy way by knowing and using conflict resolution skills
- ⇒ Uses age-appropriate personal strategies for:
 - Bus safety
 - Playground safety
 - Bike safety
 - Fire safety
 - Personal safety
- ⇒ Identifies healthy food choices



ART

Understands and demonstrates line, shape and 3-D form

- ⇒ Knows two groups of shapes: Freeform/organic (*freeform*) and geometric
- ⇒ Knows names of basic geometric shapes (*ex. square, circle, triangle, oval, rectangle*)
- ⇒ Knows the difference between 2-D (*shape*) and 3-D (*form*)

MUSIC

Note: Indicators will not be marked until enough data has been gathered to make a designation of progress toward the standard

Sings with accurate pitch

- ⇒ Sings short melodic passages in an established range while using correct vocal technique

Plays/improvises on instruments

- ⇒ Demonstrates a steady beat
- ⇒ Uses proper playing technique
- ⇒ Plays rhythmic patterns

Reads notation/demonstrates concepts

- ⇒ Keeps a steady beat while performing/listening
- ⇒ Interprets rhythmic and melodic symbols into sound
- ⇒ Creates using the elements of music (*pitch, rhythm, form*)



PHYSICAL EDUCATION

Understands concepts

- ⇒ Identifies the purpose of bones and muscles
- ⇒ Demonstrates knowledge of rules, safety practices and procedures for specific activities

Skill Performance

Note: not all the skills listed below will be marked Trimester 2

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, dribbling, striking, other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games, large group activities*)
- ⇒ Demonstrates locomotor skills (*may include running, skipping, galloping, hopping, sliding, leaping, jumping and spatial awareness*)
- ⇒ Demonstrates non locomotor skills (*may include pushing, pulling or climbing*)

Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
Applies Handwriting	<ul style="list-style-type: none"> ⇒ Demonstrates learned skills ⇒ Applies handwriting to daily work ⇒ Writes legibly
Completes work	<ul style="list-style-type: none"> ⇒ Completes classwork and homework on time ⇒ Demonstrates effort and does best work ⇒ Uses time effectively
Demonstrates on-task behaviors	<ul style="list-style-type: none"> ⇒ Follows classroom routines ⇒ Listens and follows directions ⇒ Maintains focus during independent work and group activities
Demonstrates organizational skills	<ul style="list-style-type: none"> ⇒ Comes prepared with belongings and has materials ready for class ⇒ Keeps materials organized
Makes responsible choices	<ul style="list-style-type: none"> ⇒ Follows school & classroom rules ⇒ Demonstrates self-control during a variety of situations
Works well with others	<ul style="list-style-type: none"> ⇒ Respectful with words and actions ⇒ Listens when others are speaking ⇒ Actively participates in a group ⇒ Resolves conflict respectfully ⇒ Cooperates with others
Makes responsible choices (K-3 Science)	<ul style="list-style-type: none"> ⇒ Stays on task, puts forth effort, completes work, uses materials responsibly and works cooperatively
Makes responsible choices (Art)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task, and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules ⇒ Works cooperatively with others
Makes responsible choices (Music)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules
Makes responsible choices (PE)	<ul style="list-style-type: none"> ⇒ Comes prepared for class (tennis shoes) ⇒ Meets class expectations ⇒ Engages in activities with effort ⇒ Respectful personal and social behaviors ⇒ Cooperates

LEARNING HABIT INDICATORS: + Consistently + / - Sometimes; - Rarely