

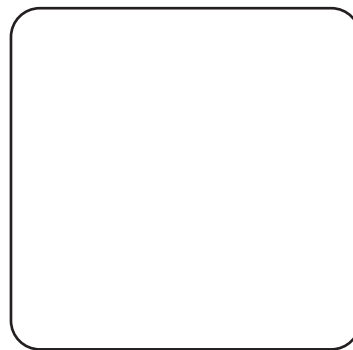


Understanding your child's **REPORT CARD**



For first grade

- Top 10 Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the third trimester
- Learning habit indicators with descriptions



Trimester 3

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 3)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

Demonstrates understanding of spoken words and sounds

- ⇒ Recognizes and generates rhyming words
- ⇒ Counts phonemes
- ⇒ 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 (*eal, een, eep, eed, eek, eak, eam, ow, oat, oap, oach, ind, ild,ry, igh, ight, appy, art, ark, arn, arf, arp,urf, urn, ork, ore, oar, oud, ound, out*)
- ⇒ Reads words with consonant blends (*nk, nt, st, sk, mp, nd, nk, nt,)*
- ⇒ Decodes one-syllable words in isolation and in context
- ⇒ Decodes multisyllabic words in isolation and in context using common syllabication patterns

- ⇒ Distinguishes between similarly spelled words
- ⇒ Identifies and reads common high-frequency words, irregularly spelled (*because, blue, into, or, other, small, find, food, more, over, start, warm, caught, flew, know, laugh, listen, were, found, hard, near, woman, would, write, four, large, none, only, put, round, another, climb, full, great, poor, through, began, better, guess, learn, right, sure color, early, instead, nothing, oh, thought, fair, conflict, shift, risk, argument*)
- ⇒ Identifies and reads compound words
- ⇒ Uses knowledge of spelling patterns to identify syllables
- ⇒ Identifies and reads regular plurals
- ⇒ Identifies and reads words with Long vowels (*silent e, vowel teams*) (*e, ee, ea, ie, o, oa, ow, oe, i, y, igh, ie, ey*)
- ⇒ Identifies and reads words with vowel digraphs (*variant vowels*) (*oo, u, u_e, ew, ue, ui, ou*)
- ⇒ Identifies and reads words with r-controlled vowels (*ar, er, ir, ur, or, ore, oar*)
- ⇒ Identifies and reads words with vowel diphthongs (*ou, ow, oi, oy*)
- ⇒ Identifies and reads words with silent letters
- ⇒ Identifies and reads words with inflectional endings (*-er, -est*)
- ⇒ *Identifies and reads words with prefixes and suffixes (re-, un-, pre-, -ful, -less)*

- ⇒ Identifies and reads words with Abbreviations (St., Mr., Dr., Mrs., Mon., Tues., Wed., Thurs., Fri., Sat., Sun.)

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
- ⇒ 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, headings, illustrations, and directions to locate key facts and information

WRITING

Writes to communicate effectively; opinion, informational, narrative

Narrative

- ⇒ Uses describing details
- ⇒ Uses sensory details
- ⇒ Includes concluding sentences

Informative

- ⇒ Uses clues from the text or pictures to explain answer
- ⇒ Includes facts from the text or pictures
- ⇒ Includes supporting details
- ⇒ Compares and contrasts ideas
- ⇒ Includes concluding sentence
- ⇒ Includes events in sequence order
- ⇒ Uses describing words
- ⇒ Includes time order words
- ⇒ Varies sentence length
- ⇒ Includes details

Opinion

- ⇒ Focuses on opinion
- ⇒ Provides reasons to support opinion
- ⇒ Includes facts from text and pictures
- ⇒ Uses describing details
- ⇒ Stays on topic

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 books
- ⇒ Capitalizes proper nouns (*days of the week, months and holidays*)
- ⇒ Uses singular and plural nouns with matching verbs (*is, are, was, were, has, have, go, do, see, saw*)
- ⇒ Uses pronouns (*I, you, he, she, it, we, they*)
- ⇒ Uses conjunctions (*and, but, or*)
- ⇒ Uses determiners (*a, an, the*)
- ⇒ Uses prepositions (*on, in, for, during, beyond*)
- ⇒ Uses frequently occurring adjectives
- ⇒ 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

Applies strategies to understand or clarify the meaning of new words

Clarify Meaning of unknown words

- ⇒ Uses prefixes: re-, un-, pre-
- ⇒ Uses inflectional endings

Real-Life Connections

Shades of Meaning

- ⇒ Uses synonyms
- ⇒ Uses antonyms

Category Words

- ⇒ Ways to look (*search, find*)

SPEAKING, LISTENING AND VIEWING

Participates in discussions within a group effectively

Listening Strategies

- ⇒ Always look at the speaker
- ⇒ Respects others by not interrupting them
- ⇒ Repeats others' ideas to check understanding
- ⇒ Asks questions for clarity
- ⇒ Respects others' opinions/ideas
- ⇒ Asks questions about ideas you do not understand

Speaking Strategies

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

Presents information and ideas effectively

Speaking Strategies

- ⇒ Takes turns speaking one at a time and focus on the topic being discussed
- ⇒ 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
- ⇒ Asks others for ideas and opinions and respond to feedback from others
- ⇒ Discusses their drawings and explain what they show

- ⇒ Asks questions by including important details when giving presentations
- ⇒ Uses gestures and point to their posters or other visuals to communicate ideas and information
- ⇒ Uses precise words to be clear when they describe people and actions
- ⇒ Uses appropriate volume for the setting
- ⇒ 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 AND OPERATION

Counts, reads, represents numbers*

- ⇒ Reads and writes numbers to 120
- ⇒ Represents quantities up to 120 (*tally marks, pictures, tools, etc.*)
- ⇒ Counts forward to 120 from any number (*Rote Forward*)
- ⇒ Counts backward from 120 (*Rote Backward*)
- ⇒ Counts forward using a number line
- ⇒ Skip counts by 10s on and off decade to 120
- ⇒ Skip counts by 2s to 50
- ⇒ Skip counts by 5s to 100

Demonstrates an understanding of number relationships*

- ⇒ Counts collections by 10s and 1s (*bundles and sticks*)
- ⇒ Automatically tells 1 more and 10 more than any number, 0-120
- ⇒ Automatically tells 1 less and 10 less than any number, 10-120
- ⇒ Compares two collections within the range of 0-120
- ⇒ Compares two numerals within the range of 0-120
 - Identifies the larger of two numbers
 - Uses $<$, $>$, $=$ symbols
- ⇒ Orders number cards to 120
- ⇒ Uses words to describe the size and compare numbers
 - Such as: more than, less than, least, fewer, equal to, is about

Uses computational strategies to solve problems

- ⇒ Solves equations and story problems in addition & subtraction within 0-20
 - Number line
 - 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 number stories
 - Bare number problems
 - Number line
- ⇒ Automatically composes and decomposes numbers up to 12
 - Automatically name number combinations
 - Uses 10 as a landmark number
 - Uses doubles and doubles +1
 - Uses the commutative (*turn-around*) property for addition to 12



ALGEBRA

Represents and solves real-world +/- problems

- ⇒ Represents, addition/subtraction problems using equations, working in the range 0-20
- ⇒ Determines if equations are true, working in the range 0-20
- ⇒ Identifies missing numbers in equations, with numbers up to 60 (ex. $\square = 3 + 5$, $3 + \square = 8$, $\square - 2 = 8$)
- ⇒ Solves addition & subtraction equations and story problems to 120, using representations such as drawings and number lines

GEOMETRY AND MEASUREMENT

Measures length of objects*

- ⇒ Measures the length of an object
- ⇒ Understands that when measuring, units are placed end to end along the entire length of an object

Tells time to the hour and half hour*

- ⇒ Reads and writes time to the hour and half hour using digital and analog clocks

Finds the value of groups of coins up to one dollar (pennies, nickels and dimes)*

- ⇒ Identifies pennies, nickels and dimes
- ⇒ Finds the value of groups of coins (*pennies, nickels, and dimes*) up to a dollar (*100 cents*)
- ⇒ Uses coins to show values up to a dollar (*100 cents*)

***A "4" is not reported for this indicator.**

SOCIAL STUDIES

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



SCIENCE

Physical Science

- ⇒ Students plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light
- ⇒ Students will solve real world problems by using observations of light and reflection

HEALTH

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

Understands concepts and topics

- ⇒ Recognizes emotions and expresses them in a healthy way by knowing and using conflict resolution skills
- ⇒ Understands the attributes of Anoka-Hennepin Education for Character Plan
- ⇒ Knows age-appropriate personal strategies for:
 - Bus safety
 - Playground safety
 - Bike safety
 - Fire safety
 - Personal safety
- ⇒ Knows how to make healthy food choices

ART

Understands and demonstrates color

- ⇒ Knows the three primary colors (*red, yellow and blue*)
- ⇒ Knows the three secondary colors and how to create them (*orange, violet and green*)



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 melodic passages in an established range (*sometimes using solfège la-sol-mi*) while maintaining correct vocal technique

Plays/improvises on instruments

- ⇒ Demonstrates a steady beat
- ⇒ Uses proper playing technique
- ⇒ Plays rhythmic/melodic 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 five food groups
- ⇒ Identifies the difference between a fruit and a vegetable
- ⇒ Identifies how fitness affects an individual
- ⇒ Identifies how often one should be physically active
- ⇒ Demonstrates knowledge of rules, safety practices and procedures for specific activities

Skill Performance

Note: not all the skills listed below will be marked Trimester 3

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, dribbling, striking and other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games, large group activities*)



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 |
| <p>LEARNING HABIT INDICATORS: + Consistently + / - Sometimes; - Rarely</p> | |