

The Washington Elementary School District has implemented a standards-based report card in order to create a more consistent communication tool and give all students and parents a clear vision of what is required to succeed in school. This report card also gives parents information on exactly how well their child is learning State and District adopted curricula.

This brochure details specific criteria and expectations for attainment of standards as well as the learner qualities which affect student achievement. It is intended to assist you as you reflect on your child's report card, as well as facilitate discussions about student progress with your child's teacher.

The Grade Scale

Each of the indicators on your child's report card reflects a level of performance.

- "4" means that the student **meets** grade-level standards **for the end-of-year**
- "3" means that the student is **on target** with standards-based expectations **for the quarter**
- "2" means that the student **needs improvement** on standards-based expectations
- "1" means that the student **does not meet** standards-based expectations

Blank boxes on the report card indicate standards that have not been assessed during that grading period.

Understanding Your Child's Standards-Based Report Card

~First Grade~



2016-2017

...every child; every day; every opportunity!

Governing Board: Aaron Jahneke, President • Clorinda Graziano, Vice President
Bill Adams, Member • Larry Herrera, Member • Tee Lambert, Member

Dr. Paul Stanton, Superintendent

Reading



By the end of First Grade the student should be able to:

- Recognize the features of a sentence: first word, capitalization and ending punctuation
- Orally demonstrate understanding of spoken words, syllables and sounds
- Read words with consonant digraphs
- Read words with consonant blends
- Read words with silent "e"
- Read words with vowel teams (e.g., ai, ea, oa)
- Read two-syllable words
- Read words with inflectional endings (e.g., ing, s, ed)
- Read high frequency words
- Read on-level text with purpose and understanding
- Ask and answer questions about key ideas and details in a text
- Retell stories or text identifying the key details and the central message or lesson
- Describe characters, settings, details and major events in a story
- Explain the difference between fiction and non-fiction
- Identify and use text features to locate information in a text
- Compare and contrast the experiences and adventures of characters in stories
- Identify basic similarities and differences between two texts on the same topic

English Language Arts

By the end of First Grade the student should be able to:



Writing

- Print legibly all upper and lower case letters
- Write multiple sentences in an order that supports the main idea or story
- Use the writing process to share and publish writing
- Write an opinion with reasons and a closure
- Write a narrative with sequenced events, details and closure
- Write informative/explanatory text that includes a topic, facts and closure

Language

- Demonstrate the use of
C apitalization,
U sage (grammar),
P unctuation and
S pelling
when writing (CUPS)



Speaking and Listening

- Participate in collaborative conversations about topics and texts
- Express ideas, information, opinions and questions clearly

Math



By the end of First Grade the student should be able to:

- Represent and solve addition and subtraction word problems
- Use knowledge of properties of operations: (e.g., identify that $2=2+0$ or $2-0=2$), commutative (e.g., $1+2 = 2+1$) and associative (e.g., $2+6+4 = 2+10=12$)
- Add and subtract within 20 and automatically add and subtract within 10
- Demonstrate an understanding of the equal sign and think logically about equations
- Determine the unknown whole number in an addition or subtraction equation ($8+ \underline{\quad} =11$)
- Count to 120, starting at any given number; Read, write and name numerals (1-120); Count and create sets (0-120)
- Understand that the two digits of a two-digit number represent amounts of tens and ones
- Apply an understanding of tens and ones to compare two-digit numbers, using the correct symbols ($=, <, >$)
- Add two-digit numbers within 100, using concrete models and strategies
- Compare, order and measure length in whole units
- Tell and write time in hours and half-hours using analog and digital clocks
- Organize, represent and interpret data
- Reason with shapes and their attributes; Compose and decompose 2D and 3D shapes to create a new shape
- Demonstrate an understanding of equal shares

Science



By the end of First Grade the student should be able to:

- Participate in the scientific inquiry process
- Classify objects and materials by properties
- Identify and compare basic structures in plants and animals
- Identify characteristics of weather

Social Studies



By the end of First Grade the student should be able to:

- Understand the exploration and colonization of America
- Identify and describe citizenship, leaders, national symbols and holidays
- Identify characteristics of maps and construct maps of familiar places
- Distinguish between basic wants and needs and goods and services

Art



By the end of First Grade the student should be able to:

- Create artworks demonstrating the concepts of color, line, shape and/or pattern
- Demonstrate understanding of how art relates to history, literature and culture
- Evaluate artwork by identifying the use of color, line, shape and pattern
- Actively participate, follow directions, work well with others and take responsibility for individual choices

Music



By the end of First Grade the student should be able to:

- Create and perform music: singing/playing instruments and reading/composing music
- Evaluate music aurally/visually to identify rhythmic/melodic patterns, instruments, timbre, tempo, pitch and dynamics
- Relate music to the arts, other disciplines, history and cultures
- Actively participate, follow directions, work well with others and take responsibility for individual choices

Physical Education



By the end of First Grade the student should be able to:

- Demonstrate a variety of motor skills, movement patterns and concepts
- Demonstrate and discuss basic fitness, health and nutrition
- Actively participate, follow directions, work well with others and take responsibility for individual choices

Characteristics of a Successful Learner



- Follows classroom and school rules.
- Accepts responsibility for actions
- Respects the right of others
- Follows directions to complete tasks and assignments
- Works cooperatively with others
- Works independently
- Listens attentively

Move On When Reading



WESD is committed to the success of our young children, especially in the area of literacy. Throughout this school year, you will receive information about your child's reading progress. Your child's teacher will provide you with detailed information as to how well your child is reading, the instruction your child is receiving, and how you can help at home.

There is a connection between your child's progress in early literacy and Arizona's Move On When Reading law, Arizona Revised Statute, §15-701. This law requires that a third grade student not be promoted if the student does not meet the criteria established on the statewide assessment, now known as AzMERIT. There are specific exemptions, to include students served through an individualized education plan (IEP) or a student who is an English language learner and has received less than two years of English instruction.

Your child's growth in reading is assessed multiple times a year from kindergarten through third grade. Reviewing your child's work, progress reports and report cards, as well as attending parent-teacher conferences, your school's parent nights, and most of all, reading daily at home with your child, all contribute to successful literacy development.