



# Enterprise City Schools

## Parent's Guide to Standards-Based Reporting

### First Grade - Second Nine Weeks

**THIS GUIDE** complements our Enterprise City Schools Standards Based Report Card. Each subject area (such as English Language Arts and Math) is divided into **Reporting Standards** that group the standards (skills) students are responsible for learning into categories. Students receive a mark for each *Reporting Standard* as the skills that make up that standard are taught over the course of the school year.

#### **For Example:**

“Basic Reading Skills” is a *Reporting Standard* that is listed on the report card.

In this guide, the skills a student must apply consistently to show that he has mastery of “Basic Reading Skills” are listed, by nine weeks, under the “Basic Reading Skills Reporting Standard” heading. From looking at the list of skills under a Reporting Standard, it is clear what the child needs to be able to do to demonstrate mastery in that area.

**THE GOAL** of the standards-based report card is to put the focus on the skills each child needs to master to be successful and well-prepared. Having all the specific skills written out in this guide, rather than just referring to the Reporting Standards on the report card, allows everyone to know exactly what a child's strengths and areas in need of improvement are. This specific information can be used to create clearly defined learning goals to help every individual child succeed.

**GRADE LEVEL STANDARDS** are meant to be mastered by the end of the school year. A student's proficiency toward mastering the **year-long standards** will be reported during the year with an M (for Mastery), P (for Progressing), or L (for Limited Progress) as a measure of the skills related to the Reporting Standards which have been taught that nine weeks period.

**ALL STANDARDS** that students are expected to master in First Grade are listed in this guide under the Reporting Standards to which they belong. To receive an “M” for a Reporting Standard, the student must have demonstrated mastery of all the skills included under that Reporting Standard. To receive an “L” on a Reporting Standard, the student must have demonstrated limited progress and received an “L” on the majority of the skills that make up that Reporting Standard. Any other combinations of “M,” “P,” or “L” result in a “P” for the Reporting Standard. All skills that make up Reporting Standards are listed in this guide by subject area.

#### **PROFICIENCY LEVEL DESCRIPTIONS**

- **M = Mastery of Standard:** Student consistently applies and demonstrates understanding of the skill.
- **P = Progressing:** Student is moving toward mastery of the skill.
- **L = Limited Progress:** Student is showing limited development of the skill and needs to improve.
- **/ = Standard not yet taught:** Skill has not been assessed for mastery at this point in the year.

**Students with an IEP or IELP** have modifications and/or accommodations included in their IEP/IELP to support progress on grade level standards. The proficiency level on the Standards Based Report Card reflects these students' performance with these modifications and/or accommodations in place.

# First Grade Standards Second Nine Weeks

These notes will help you identify the various types of information provided in this guide.

## Guide Layout:

- Heading in the gray bar = Reporting Standard as listed on Report Card
- Boldface type in columns = Main Skills making up the Reporting Standard
- Bullets in columns = Subskills making up the Reporting Standard
- Brackets in columns = Official Standard Reference Number from Course of Study

**Note:** The standards in this guide are written in learner friendly language. After each standard, the reference number for the original standard is provided in brackets for your use if you would like to look it up online and read the actual standard. Please see Resource Locations below for websites.

## Resource Locations:

- Parent's Guide to Standards Based Reporting* - [www.enterpriseschools.net](http://www.enterpriseschools.net) > Parents > Curriculum and Instruction
- Complete Collection of College and Career Ready Standards - <http://alex.state.al.us/ccrs/>
- Common Core Standards App (does not include standards Alabama added) - Apple App Store - *Common Core Standards App* (free)

## Habits of Success Reporting Standard

1. Exercise self-control and follow class expectations.
2. Listen attentively and actively participate in learning.
3. Work, play, and share cooperatively.
4. Demonstrate organizational skills.
5. Work well independently and ask for help when needed to complete assignments.
6. Do best work and give best efforts on assignments.

### LEVELS OF PROFICIENCY

- 3- Consistently Demonstrates Habit
- 2- Inconsistently Demonstrates Habit
- 1- Seldom Demonstrates Habit

## READING 2nd NINE WEEKS

### Basic Reading Skills Reporting Standard

Continue: RF1.1(a), RF1.2(a,b,c,d)

### Oral Reading Reporting Standard

Continue: RF1.3, RF1.3b, RF1.3g (1-100), RF1.4(a)

- **Know and apply grade-level phonics and word analysis skills in decoding words. [RF 1.3]**
  - Know the spelling-sound relationship of two-letter combinations. (sh, ch, etc.) [RF 1.3a]
  - Read words with endings like -s, -ed, etc. [RF 1.3f]
  - Recognize and read grade-level words. (2nd 9 weeks sight words 101-150) [RF1.3g]
- **Read with sufficient accuracy and fluency to support comprehension. [RF 1.4]**
  - Read on-level text aloud with accuracy, appropriate rate, expression on readings. [RF 1.4b]

### Comprehension Reporting Standard

Continue: RL1.3, RL1.7

- **Ask and answer questions about key details in a text. [RL 1.1]** (Make predictions)
- **Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL 1.2]** (Retell stories using key details/facts and answer questions about the story.)

### Using Nonfiction Text to Gain Information Reporting Standard

Continue: RI1.10

- **Ask and answer questions to help determine or clarify the meaning of words and phrases. [RI 1.4]** (Use context clues to self-correct unfamiliar words while reading and rereading as necessary, while asking and answering questions about the unknown word(s).)

### Critical Thinking Reporting Standard

Continue: RI 1.6

### Recognizing Types of Literature and Understanding Basic Literary Elements Reporting Standard

- **Identify words and phrases in a story or poem that suggest feeling of the senses. [RL1.4]**

## WRITING AND LANGUAGE 2nd NINE WEEKS

### Using Proper Grammar and Other Writing Conventions Reporting Standard

Continue: L1.1(a,c,d,j), L1.2(a,d,e), L1.5(a), L1.6

- **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L 1.1]**
  - Write simple exclamatory sentences using common/ proper/ possessive nouns. [L 1.1b]
  - Use frequently occurring conjunctions. (and, or, but) [L 1.1g]
  - Write complete simple and compound interrogative sentences in response to prompts. [L 1.1j.2]
- **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L 1.2]**
  - Use end punctuation for sentences. [L 1.2b]
  - Use commas in dates. [L 1.2c.1]
- **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. [L 1.4]**
  - Identify frequently occurring root words (e.g. look) and their inflectional forms. (e.g. looks, looked, looking) [L 1.4c]
  - Use alphabetical order to the first letter of words. [L 1.4d]
- **With guidance and support from adults, demonstrate understanding of word relationships, nuances in word meanings. [L 1.5]**
  - Identify real-life connections between words and their use. (e.g. note places at home that are cozy) [L 1.5c]

### Writing Clearly, Effectively, and Legibly Reporting Standard

- **Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W 1.3]**  
(Write a story using transitional words like first, next, then, and last.)

### Editing and Proofreading Own Writing and Writing of Others Reporting Standard

- / STANDARDS NOT TAUGHT YET

### Speaking and Listening Reporting Standard

Continue: SL1.4, SL1.5, SL1.6

- **Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups. [SL 1.1]**
  - Follow rules for discussion and build upon other's talk in conversations, and ask questions to clear up any confusion about the topics. [SL 1.1 a,b,c]

## MATHEMATICS 2nd NINE WEEKS

### Operations and Algebraic Thinking Reporting Standard

Continue Previous Standards:

[1.OA.1][1.OA.5][1.OA.6] [1.OA.7]

- Use addition to solve word problems within 20. [1.OA.1] (*with an unknown addend; example...John had 4 apples. His mom gave him some more apples, now he has 10. How many apples did John's mom give him*)
- Apply properties of addition and subtraction. [1.OA.3] (*example...If  $8+2=10$  then,  $2+8=10$* )
- Quickly add numbers with answers up to 10. Subtract numbers 10 or less with objects. [1.OA.6]
- Determine the unknown number in an addition number sentence.[1.OA.8] ( $8 + \_ = 11$ ,  $\_ + 4 = 10$ )

### Numbers and Operations in Base Ten Reporting Standard

Continue Previous Standards

[1.NBT.1]

- 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.[1.NBT.1]
- Understand that the two digits of a two-digit number represent amounts of tens and ones. [1.NBT.2]



- Compare 2 two- digit numbers using  $<$ ,  $>$  or  $=$ . Ex:  $25 < 46$  [1.NBT.3]

### Measurement and Data Reporting Standard

Continue Previous Standards [1.MD.3] [1.MD.4]

- Organize, represent, and interpret data. [1.MD.4]

### Geometry Reporting Standard

- Distinguish between defining attributes versus non-defining attributes of shapes. [1.G.1](2D shapes)(*example...defining attributes: # of sides, # of angles; non-defining attributes: color*)
- Build two-dimensional shapes. (rectangles, squares, trapezoids, triangles) [1.G.2]

## SCIENCE 2nd NINE WEEKS

### Conducting Experiments Reporting Standard

Continue Previous Standards

### Making Observations Reporting Standard

Continue Previous Standards

- Obtain information to provide evidence that parents and their offspring engage in patterns of behavior that help the offspring survive (e.g., crying of offspring indicating need for feeding, quacking or barking by parents indicating protection of young). [SC 1.6] (AMSTI Module Sound, Light, and Sky)

### Designing and Constructing Reporting Standard

Continue Previous Standards

- Design a solution to a human problem by using materials to imitate how plants and/or animals use their external parts to help them survive, grow, and meet their needs (e.g., outerwear imitating animal furs for insulation, gear mimicking tree bark or shells for protection). [SC 1.5] (AMSTI Module Sound, Light, and Sky)

# SOCIAL STUDIES 2nd NINE WEEKS

## Economics Reporting Standard

Continue Previous Standards: SS1.1, 1.2, and 1.12

- **Describe the role of money in everyday life. [SS 1.10]**
  - Determining whether a purchase is a want or a need
  - Explaining the concepts of saving and borrowing
  - Identifying differences between buyers and sellers
  - Identify different job titles by what the person does
  - Using words associated with money, including *barter*, *trade*, *spend*, and *save*

## Geography Reporting Standard

- / STANDARDS NOT TAUGHT YET

## History Reporting Standard

Continue Previous Standards

- **Compare ways individuals and groups in the local community and state lived in the past to how they live today. (Alabama) [SS 1.6]**
  - Identifying past and present forms of communication. Some examples: past—letter, radio, rotary-dial telephone and present—e-mail, television, cell phone
  - Identifying past and present types of clothing
  - Identifying past and present types of technology. Some examples include : past—record player, typewriter, wood-burning stove and present—CD, DVD, VCR, computer, microwave oven
  - Identifying past and present types of recreation. Some examples include: past—marbles, hopscotch, jump rope and present—video games, computer games
  - Identifying past and present primary sources. Some examples include: past—letters, newspapers and present—e-mail, Internet articles
- **Identify traditions and contributions of various cultures in the local community and state. (Alabama) [SS 1.11]**
  - Examples include: Kwanzaa, Christmas, Hanukkah, Fourth of July, Cinco de Mayo

## Civics and Government Reporting Standard

Continue Previous Standards