

Social Studies, Science, and Work Habits will be scored as follows:					
S	Satisfactory	N	Needs Improvement	U	Unsatisfactory

**DeSoto County Schools  
First Grade Report Card  
2018-2019 School Year**

Attendance				
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Days Absent				
Days Tardy				

<b>Social Studies and Science</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Social Studies				
Science				
<b>Work Habits</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
The student listens and focuses during large group activities.				
The student works independently without distracting others.				
The student follows directions without reminders.				
The student stays on task and completes assignments.				
The student works cooperatively.				
The student respects adults and peers.				
The student uses strategies to solve problems with peers.				
The student copes effectively with frustrations and challenges.				
The student follows classroom rules and procedures without reminders.				

School: \_\_\_\_\_

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Report Card Scoring	
M	Mastering the standard
S	Satisfactory progress toward the standard
N	Needs Improvement
U	Unsatisfactory

Reading Level				
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Student's Current Level</b>				
<b>Goal</b>	D or Higher	E or Higher	G or Higher	I or Higher

Teacher's Comments	
<u>First Nine Weeks</u>	<u>Second Nine Weeks</u>
<u>Third Nine Weeks</u>	<u>Fourth Nine Weeks</u>

The first grade end-of-year reading goal is for your child to be reading at a Level I or higher.

**Parent/Guardian Signature**

1<sup>st</sup> Nine Weeks: \_\_\_\_\_

2<sup>nd</sup> Nine Weeks: \_\_\_\_\_

3<sup>rd</sup> Nine Weeks: \_\_\_\_\_

Students must be able to meet at least **70%** of the language arts and math standards to be promoted.

Your student's placement for next year is \_\_\_\_\_



Language Arts		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>READING STANDARDS</b>					
RF.1.1	The student can recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in text.				
RF.1.2	The student can orally distinguish short and long vowel sounds in single-syllable words, blend sounds, isolate and pronounce beginning, middle, and end sounds.				
RF.1.3	The student can use grade-level phonics when reading words.				
RF.1.4	The student can read on level with understanding.				
RL.1.1 RI.1.1	The student can ask and answer questions when reading.				
RL.1.2	The student can retell what has been read and share author's message.				
RI.1.2	The student can identify the main topic and important details in nonfiction texts.				
RL.1.3 RL.1.6	The student can describe characters, settings, and events; and who is telling the story.				
RI.1.3	The student can make connections when reading informational text.				
RL.1.4 RI.1.4	The student can ask questions to figure out unknown words when reading.				
RL.1.5	The student can explain the difference between books that tell stories and books that give information, drawing on a wide reading range of text types.				
RI.1.5	The student uses a variety of text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate information in text.				
RI.1.6	The student can recognize information presented in words and pictures.				
RL.1.7 RI.1.7	The student can use illustrations in text to describe key ideas when reading.				
RI.1.8	The student can identify the reasons an author gives to support ideas in a text.				
RL.1.9 RI.1.9	The student can compare/contrast characters and information from their reading.				
RL.1.10 RI.1.10 L.1.6	With support, read short stories, poetry, and informational text appropriately complex for grade 1.				
<b>WRITING/LANGUAGE STANDARDS</b>					
W.1.1 SL.1.5	The student can write opinion pieces that introduce the topic, state opinion, supply a reason, and provide a sense of closure. The student can add visuals to clarify ideas.				
W.1.2 SL.1.5	The student can write informative text that contains a topic, supply some facts, and provides a sense of closure. The student can add visuals to clarify ideas.				
W.1.3 SL.1.5	The student can write narratives that include two or more sequenced events, contains some details, uses temporal words and provides a sense of closure. The student can add visuals to clarify ideas.				
W.1.5	With support, the student responds to questions and suggestions from peers to strengthen writing when needed.				
W.1.6	With support, the student begins to use digital tools to produce and publish writing.				
W.1.7	The student can work with others on shared research and writing projects.				
W.1.8	With support, the student recalls information from experiences or gathers information from sources to answer a question.				
L.1.1	The student can demonstrate a command of the conventions of standard English <i>grammar</i> when writing (printing or keyboarding) or speaking.				
L.1.2	The student can demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.1.4 L.1.5	A student can figure out the meaning of unknown words and phrases based on <i>grade 1</i> reading and content, using strategies.				
<b>SPEAKING AND LISTENING STANDARDS</b>					
SL.1.1 SL.1.3	The student participates in conversations with diverse partners.				
SL.1.2 SL.1.4	The student can describe people, places, things, and events with details expressing ideas and feelings clearly.				
SL.1.6	The students can speak in complete sentences appropriate to the task and situation.				
<b>Students must receive a M (mastery) in a minimum of 20 of the 30 language arts standards.</b>					

Mathematics		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Operations and Algebraic Thinking</b>					
1.OA.1	The student can add and subtract within 20 to solve word problems.				
1.OA.2	The student can add three whole numbers to solve word problems within 20.				
1.OA.3	The student can use properties of operations to add and subtract.				
1.OA.4	The student can subtract unknown-addend problems.				
1.OA.5	The student can relate counting to addition and subtraction.				
1.OA.6	The student can add and subtract within 20. The student can fluently add and subtract within 10.				
1.OA.7	The student can understand the meaning of the equal sign, and determine if addition and subtraction equations are true or false.				
1.OA.8	The student can find the missing number in an addition or subtraction equation relating three whole numbers.				
<b>Numbers and Base Ten</b>					
1.NBT.1	The student can count, read, write numerals, and represent a number of objects to 120.				
1.NBT.2a-c	The student can understand that the two-digits in a two-digit number represent tens and ones.				
1.NBT.3	The student can compare 2 two-digit numbers based on meanings of the tens and ones digits using the symbols $>$ , $=$ , and $<$ .				
1.NBT.4	The student can add within 100. The student can add a two-digit number plus a one-digit number and a two-digit number plus a multiple of 10.				
1.NBT.5	The student can mentally find 10 more or less without counting.				
1.NBT.6	The student can subtract multiples of 10 from multiples of 10 (10-90).				
<b>Measurement and Data</b>					
1.MD.1	The student can order three objects by length and height. The student can compare the lengths of two objects using the third object as a measuring tool.				
1.MD.2	The student can measure the length of objects using non-standard units.				
1.MD.3a	The student can tell and write to the hour and half-hour using analog and digital clocks.				
1.MD.3b	The student can identify the days of the week, the number of days in a week, and the number of weeks in each month.				
1.MD.4	The student can organize, represent, and analyze data with up to three categories. The student can ask and answer questions about the data.				
1.MD.5a	The student can identify the value of all U.S. coins. The student can use appropriate cent and dollar notation.				
1.MD.5b	The student knows the comparative values of all U.S. coins.				
1.MD.5c	The student can count like U.S. coins up to the equivalent of a dollar.				
1.MD.5d	The student can find equivalent values of all U.S. coins.				
<b>Geometry</b>					
1.G.1	The student can distinguish between defining and non-defining attributes. The student can build and draw shapes to possess defining attributes.				
1.G.2	The student can compose two and three-dimensional shapes to create a composite shape. The student can compose new shapes from the composite shape.				
1.G.3	The student can partition circles and rectangles into two and four equal shares. The student can describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> .				
<b>Students must receive a M (mastery) in a minimum of 18 of the 26 math standards.</b>					