



Enterprise City Schools

Parent's Guide to Standards-Based Reporting

First Grade - First 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.
- **X = 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 First 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 > 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

CD- Consistently Demonstrates Habit

ID- Inconsistently Demonstrates Habit

SD- Seldom Demonstrates Habit

READING 1st NINE WEEKS

Basic Reading Skills Reporting Standard

- **Demonstrate understanding of print concepts. [RF 1.1]**
 - Recognize the different parts of a sentence (e.g. first word, capitalization, ending punctuation). [RF 1.1a]
- **Demonstrate understanding of spoken words, syllables, and sounds. [RF 1.2]**
 - Know the difference between short and long vowel sounds. (cap, cape) [RF 1.2a]
 - Say single-syllable words by blending sounds. (b-a-t=bat) [RF 1.2b]
 - Say beginning, middle, and ending sounds of a word. (b,a,t) [RF 1.2c]
 - Break apart one-syllable words. (bat=b-a-t) [RF 1.2d]

Oral Reading Reporting Standard

- **Know and apply grade-level phonics and word analysis skills in decoding words. [RF 1.3]**
 - Spell one-syllable words by listening to the sounds. [RF 1.3b]
 - Recognize and read grade-level appropriate "sight" words. (1st 9 weeks sight words 1-100) [RF 1.3g]
- **Read with sufficient accuracy and fluency to support comprehension. [RF 1.4]**
 - Read on-level text with purpose and understanding. [RF 1.4a]

Comprehension Reporting Standard

- **Describe characters, setting, and major events in a story, using key details. [RI 1.3]** (Identify and describe characters, setting, and major events using illustrations and story details.)

Using Nonfiction Text to Gain Information Reporting Standard

- **With prompting and support, read informational texts appropriately complex for grade 1. [RI 1.10]** (Read informational texts with guidance as needed.)

Critical Thinking Reporting Standard

- **Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. [RI 1.6]**

Recognizing Types of Literature and Understanding Basic Literary Elements Reporting Standard

- X STANDARDS NOT TAUGHT YET

WRITING and LANGUAGE 1st NINE WEEKS

Using Proper Grammar and Other Writing Conventions Reporting Standard

- **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L 1.1]**
 - Print all uppercase and lowercase letters. [L 1.1a]
 - Use singular/plural nouns with matching verbs in basic sentences. (e.g., He hops.; We hop.) [L 1.1c]
 - Use personal (I, my, mine), possessive (his, her), and indefinite pronouns. (anyone, everything) [L 1.1d] (Use pronouns correctly.)
 - Write sentences about a given topic. [L 1.1j.1]
- **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L 1.2]**
 - Capitalize dates and names of people. [L 1.2a]
 - Spell sight words using sounds. [L 1.2d]
 - Spell words using sounds. [L 1.2e]
- **With guidance and support from adults, demonstrate understanding of word relationships, nuances in word meanings. [L 1.5]**
 - Sort words into categories. (e.g. colors, clothing) [L 1.5a]
- **Orally use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because). [L 1.6]**
 - Tell about a story that has been read. [L1.6]

Writing Clearly, Effectively, and Legibly Reporting Standard

- X STANDARDS NOT TAUGHT YET

Editing and Proofreading Own Writing and Writing of Others Reporting Standard

- X STANDARDS NOT TAUGHT YET

Speaking and Listening Reporting Standard

- **Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.[SL 1.4]**
 - Clearly describe people, places, things, and events. [SL1.6]
- **Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**

- Create a drawing to describe ideas, thoughts, or feelings. [SL 1.5]
- Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 1.1 for specific expectations.) [SL 1.6] (Write grade-level sentences.)

MATHEMATICS 1st NINE WEEKS

Operations and Algebraic Thinking Reporting Standard

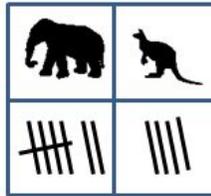
- Use addition and subtraction to solve word problems within 20. [1.OA.1]
- Relate counting to addition and subtraction. [1.OA.5] (*Think of counting on as addition and counting back as subtraction*)
- Add within 10 with manipulatives. [1.OA.6]
- Understand the meaning of the equal sign. [1.OA.7] (*example... $7+2=6+3$; equal amounts on both sides of the equal sign*)

Numbers and Operations in Base Ten Reporting Standard

- 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] (count to 120; read & write to 50; represent to 50)

Measurement and Data Reporting Standard

- Tell and write time to the nearest hour. [1.MD.3]
- Organize, represent, and interpret data. [1.MD.4]



Geometry Reporting Standard

- X STANDARDS NOT TAUGHT YET

SCIENCE MODULES FOR THE YEAR

Conducting Experiments Reporting Standard

- Conduct experiments to provide evidence that vibrations of matter can create sound (e.g., striking a tuning fork, plucking a guitar string) and sound can make matter vibrate (e.g., holding a piece of paper near a sound system speaker). [SC 1.1] (AMSTI Module Sound, Light, and Sky)
- Investigate materials to determine which types allow light to pass through (e.g., transparent materials such as clear plastic wrap), allow only partial light to pass through (e.g., translucent materials such as wax paper), block light (e.g., opaque materials such as construction paper), or reflect light (e.g., shiny materials such as aluminum foil). [SC 1.3] (AMSTI Module Sound, Light, and Sky)

Making Observations Reporting Standard

- Construct explanations from observations that objects can be seen only when light is available to illuminate them (e.g., moon being illuminated by the sun, colors and patterns in a kaleidoscope when held toward a light). [SC 1.2] (AMSTI Module Sound, Light, and Sky)
- 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 Wild Animals)
- Make observations to identify the similarities and differences of offspring to their parents and to other members of the same species (e.g., flowers from the same kind of plant being the same shape, but differing in size; dog being same breed as parent, but differing in fur color or pattern). [SC 1.7] (AMSTI Module Wild Animals)
- Observe, describe, and predict patterns of the sun, moon, and stars as they appear in the sky (e.g., sun and moon appearing to rise in one part of the sky, move across the sky, and set; stars other than our sun being visible at night, but not during the day). [SC 1.8] (AMSTI Module Sound, Light, and Sky)

- Observe seasonal patterns of sunrise and sunset to describe the relationship between the number of hours of daylight and the time of year (e.g., more hours of daylight during summer as compared to winter). [SC 1.9] (AMSTI Module Sound, Light, and Sky)

Designing and Constructing Reporting Standard

- Design and construct a device that uses light or sound to send a communication signal over a distance (e.g., using a flashlight and a piece of cardboard to simulate a signal lamp for sending a coded message to a classmate, using a paper cup and string to simulate a telephone for talking to a classmate). [SC 1.4](AMSTI Module Sound, Light, and Sky)
- 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 Wild Animals)

SOCIAL STUDIES 1st NINE WEEKS

Economics Reporting Standard

- Construct daily schedules, calendars, and timelines. [SS 1.1]
 - Using words associated with time, including *past*, *present*, and *future*

Geography Reporting Standard

- X STANDARDS NOT TAUGHT YET

History Reporting Standard

- Compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders. [SS 1.12]

Civics and Government Reporting Standard

- Identify rights and responsibilities of citizens within the local community and state. [SS 1.2]
 - Describing how rules in the community and state laws protect citizens' rights and property
 - Describing ways, including paying taxes, responsible citizens contribute to the common good of the community and state
 - Demonstrating voting as a way of making choices and decisions