

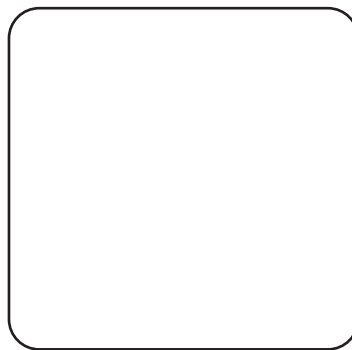


# Understanding your child's **REPORT CARD**

## 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 second trimester
- Learning habit indicators with descriptions



Trimester 2  
2019-20

Prepared for by the  
Anoka-Hennepin Schools  
Curriculum Department

# TOP 10 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.** Your child will not get a mark for every indicator each marking period. If the class does not focus on a particular standard during a marking period, there will be no grade on the report card for that trimester. Instead, NG (no grade) will appear in the box.
- 7.** 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.
- 8.** 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
- 9.** Learning habits are important because good habits help your child learn!
- 10.** 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 2)

## ENGLISH LANGUAGE ARTS

### FOUNDATIONAL SKILL

#### ***Demonstrates understanding of spoken words and sounds***

- ⇒ Recognizes and generates rhyming words
- ⇒ 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 (*ave, ame, ate, ae, ake, ave, ade, ase, ape, ane, ide, ife, ile, ine, ite, ipe, ise, dge, ice, ace, ube, oke, one, ese, obe, ude, ole, ute, use, uge, oze, ule, ame, ent, ood, ook, oof, ail, ail, ain, aint, aist, aid*)
- ⇒ Reads words with consonant blends (*nk, nt, st, sk, mp, nd, nk, nt, )*
- ⇒ Reads words with initial and medial short vowels
- ⇒ Decodes one-syllable words in isolation and in context
- ⇒ Distinguishes between similarly spelled words



- ⇒ Identifies and reads common high-frequency words, irregularly spelled (*eat, no, of, under, who, all, call, day, her, want, around, by, many, place, walk, away, now, some, today, way, why, green, grow, pretty, should, together, water, any, from, happy, once, so, upon, ago, boy, girl, how, old, people, after, buy, done, every, soon, work, about, animal, carry, eight, give, our*)
- ⇒ Identifies and reads compound words and contractions (*n't*)
- ⇒ Uses knowledge of spelling patterns to identify syllables
- ⇒ Identifies and reads regular plurals
- ⇒ Identifies and reads words with Long vowels (*silent e, vowel teams*) (*a\_e, i\_e, o\_e, u\_e, e\_e, a, ai, ay*)
- ⇒ Identifies and reads words with vowel digraphs (*variant vowels*) (*oo*)



- ⇒ Identifies and reads words with hard/soft consonants (*c, g*)
- ⇒ Identifies and reads words with initial consonant digraphs (*sh, th, ch, wh, ph*)
- ⇒ Identifies and reads words with medial and final consonant digraphs (*th, sh, -ng, ch, tch, ph*)
- ⇒ Identifies and reads words with silent letters (*a\_e, i\_e*)
- ⇒ Identifies and reads words with inflectional endings (*-ing, -es, -ed*)

***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
- ⇒ Reads orally with accuracy
- ⇒ Uses context to confirm or self-correct word recognition
- ⇒ Emphasizes a word or phrase
- ⇒ Tones change depending on punctuation

**LITERATURE**

*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

**INFORMATIONAL**

*Note: Students must independently read and respond to a broad range of genres and topics at Grade 1 text complexity*

***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, lists, maps, diagram, and chart to locate key facts and information

**WRITING**

***Writes to communicate effectively; opinion, informational, narrative***

Narrative

- ⇒ Includes characters
- ⇒ Uses describing details
- ⇒ Uses sensory details
- ⇒ Includes rhyming words
- ⇒ Uses specific words
- ⇒ Includes events in sequence order

Informative

- ⇒ Uses clues from the text or pictures to explain answer
- ⇒ Includes a beginning sentence that tells what writing is about
- ⇒ Includes a main idea
- ⇒ Includes facts from the text or pictures
- ⇒ Includes supporting details

Opinion

- ⇒ Focuses on opinion
- ⇒ Provides reasons to support opinion
- ⇒ Includes facts from text and pictures

***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 plays
- ⇒ Uses apostrophe in contractions (*n't*)
- ⇒ Uses common and proper nouns
- ⇒ Capitalizes proper nouns
- ⇒ Uses irregular plural nouns
- ⇒ Uses singular and plural nouns with matching verbs (*is, are, was, were*)

- ⇒ Uses possessive nouns
- ⇒ Uses an apostrophe with possessive nouns
- ⇒ Uses verbs  
(*past, present and future tense*)
- ⇒ 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

**SPEAKING, LISTENING AND VIEWING**

***Participates in discussions within a group effectively***

*Listening Strategies*

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

*Speaking Strategies*

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

## Presents information and ideas effectively

### Speaking Strategies

- ⇒ 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
- ⇒ Speaks in a clear voice so that others can hear them
- ⇒ Uses gestures and point to their posters or other visuals to communicate ideas and information
- ⇒ Uses appropriate volume for the setting
- ⇒ Maintains eye contact
- ⇒ 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 KNOWLEDGE

#### *Counts, reads, represents numbers\**

- ⇒ Reads and writes numbers to 100
- ⇒ Completes number sequences
- ⇒ Represents numbers to 100 in multiple ways using...
  - Tally marks
  - Coins
  - Base 10 blocks
  - Name collection boxes
  - Other representations may include: numerals, pictures, number lines, addition, subtraction, and manipulatives
- ⇒ Counts forward to 120 from any number (*Rote Forward*)
- ⇒ Counts backward from 100 (*Rote Backward*)
- ⇒ Counts a collection beyond 20
- ⇒ Solve addition and subtraction problems with sums and minuends to 10
- ⇒ Recognizes that when skip counting, a constant amount is being added or subtracted
  - Count by 10s to 100
  - Count by 2s to 20
- ⇒ Add or subtract multiples of 10 to 2-digit numbers

## ***Demonstrates an understanding of number relationships\****

- ⇒ Uses the ten-structure (*10s and 1s*) to quantify collections with materials
- ⇒ Creates representations using base 10 (*tens structure*)
- ⇒ Uses strategies to add sums to 20
- ⇒ Knows 1 less and 10 less than a number, up to 100
- ⇒ Knows the number after a given number, up to 100
- ⇒ Knows the number before a given number, up to 100
- ⇒ Orders numbers to 100
- ⇒ Compares two numerals or collections within the number range of 0-100
- ⇒ Demonstrates an understanding that numbers from 11 to 19 are composed of a ten and some more ones
- ⇒ Automatically tells the number that is 1 more and 10 more than any given number in the range of 0-100
  - Knows the number after a given number
  - Counts using bundles and sticks
  - Uses a number line to find a number that is 1 or 10 more
- ⇒ Automatically tells the number that is 1 less and 10 less than any number in the range of 1-100
  - Knows the number before a given number
  - Counts back using bundles and sticks
  - Uses a number line to find a number that is 1 or 10 less
- ⇒ Compares two numerals within the range of 0-100

- Identifies the larger of two numbers
- Uses  $<$ ,  $>$ ,  $=$  symbols
- Orders number cards to 100

- ⇒ Uses relative size vocabulary during math discussions about comparing numbers
  - Chooses the correct relative size description when comparing two numbers under 100

*(e.g. Words that use relative size vocabulary include, but are not limited to, more than, greater than, as many as, less than, fewer than, equal to, not equal to, is about and is closer to.)*

## ***Uses computational strategies to solve problems***

### Contexts and Range

- ⇒ Finds sums and differences in multiples of 10 for numbers between 0 and 100 in various contexts including, but not limited to:
  - Addition and subtraction number stories
  - Bare number problems
  - Number line
  - Screened tasks for addition and subtraction
- ⇒ Solve addition and subtraction story problems with sums and minuends to 10 using strategies including but not limited to:
  - Number line
  - Inverse relationships
  - Counting-on/back



## Representations

- ⇒ Uses words, pictures, objects, length-based models, numerals and/or number lines to model and solve addition and subtraction problems using the following

## Strategies:

- Counting-on/back
- Use of some known and derived facts (*not required for a “3”*)

## Explains Thinking

### Explains why...

- The bigger number was used (*instead of just the first number*)
  - The student didn't need to count from 1. Explains more than simply, “I put the bigger number in my head and added on the rest.”
- ⇒ Works with numbers up to 12 with an emphasis on 10
- Automatically generates multiple finger patterns to 10
  - Automatically knows combinations to 10 when flashed a double ten frame
  - Solves addition and subtraction problems using known and derived facts to 10
  - Solves sums 10 to 12 with the support of material such as:
    - number rack
    - unifix cubes
    - double 10 frame
  - Solves sums beyond 10 (to 20) with the support of bead rack using 10+ as a strategy
  - Recognizes that when skip counting, a constant amount is being added or subtracted
    - Adding multiples of 10s to 100
    - Skip counts by 2s to 20

## ALGEBRAIC FOUNDATIONS

### ***Represents and solves real-world +/- problems***

- Represents, using objects or pictures, real world situations involving addition and subtraction problems with sums and minuends of 20 or less
  - Uses concrete models or drawings to subtract a 2-digit multiple of 10 from an equal or greater 2-digit multiple of 10
  - Adds a 1-digit number and a 2-digit number
  - Represent addition and subtraction on a number line
  - Uses strategies based on place value, properties of operation, or inverse relationships to add with sums to 100
  - May experiment with writing number sentences (*may or may not be accurate at this point*)
  - Determines if equations involving addition and subtraction are true or false ( $9 = 4 + 5$ ) with sums or minuends of 20 or less
- ⇒ Identifies missing numbers in equations with sums or minuends of 20 or less
- Understands that unknowns can be in any position (*before or after the = sign*)  
 $\square = 2 + 4$ ;  $5 = \square - 4$
  - Students can use their own number sense, objects, manipulatives, etc. to help them
  - Solves addition and subtraction problems to 100 representing using a number line
  - Solves a number model that represents a given story problem using strategies such as:
    - using the number line
    - drawings

## **GEOMETRY AND MEASUREMENT**

### ***Describes and creates 2D & 3D shapes\****

- ⇒ Understands shapes can be made up of other shapes
- ⇒ Creates 2-D and 3-D shapes using other shapes
- ⇒ Identifies attributes of 2-D objects and 3-D shapes
- ⇒ Understands shapes can be made up of other shapes
- ⇒ Creates 2-D and 3-D shapes using other shapes

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

- ⇒ Identifies pennies, nickels and dimes
- ⇒ Calculates the value of various groups of coins, made up of pennies, nickels and dimes, up to 50¢
- ⇒ Uses coins to represent, in multiple ways, a value under 50¢

## **DATA FOUNDATIONS**

### ***Uses data to create and analyze graphs and charts\****

- ⇒ Uses charts and graphs
  - Transfers data to create a bar graph
  - Analyzes a bar graph to determine greatest and least

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

## **SOCIAL STUDIES**

### ***Geography: People and Places***

*Note: Instruction begins Trimester 1, but will not be reported until the unit is complete in Trimester 1 or 2*

#### ***Sketch Maps***

- ⇒ Creates a sketch map of a familiar place that includes a title and labels
- ⇒ Illustrates and arranges features on a sketch map of a familiar place
- ⇒ Describes information found on maps

#### ***Location***

- ⇒ Identifies a specific place on a map
- ⇒ Uses relative location words to identify the location of a specific place (e.g. *near, far, behind, in front, next to*)
- ⇒ Uses absolute location words to identify the location of a specific place (e.g. *Room 224 or an address*)
- ⇒ Explains why or when it is important to use absolute versus relative location

#### ***Characteristics***

- ⇒ Identifies human and physical characteristics of where you live
- ⇒ Identifies human and physical characteristics of a faraway place
- ⇒ Compares the physical characteristics of a nearby place to a faraway place
- ⇒ Compares the human characteristics of a nearby place to a faraway place
- ⇒ Describes how the physical characteristics of a place affect the way people live

## ***Economics: Choices, Scarcity and Trade***

- ⇒ Describes some costs and benefits of alternative choices
- ⇒ Defines scarcity as not having enough of something to satisfy everyone's wants
- ⇒ Gives examples of scarcity
- ⇒ Explains that people trade (*voluntarily*) when they each expect to benefit

## ***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

## **HEALTH**

### ***Understands concepts and topics***

*Note: Instruction will occur throughout the year and not every concept will be every Trimester*

- ⇒ 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
- ⇒ Uses age-appropriate personal strategies for:
  - Bus safety
  - Playground safety
  - Bike safety
  - Fire safety
  - Personal safety
- ⇒ Identifies healthy food choices



## **ART**

### ***Understands and demonstrates line, shape and 3-D form***

- ⇒ Knows two groups of shapes: Freeform/organic (*freeform*) and geometric
- ⇒ Knows names of basic geometric shapes (*ex. square, circle, triangle, oval, rectangle*)
- ⇒ Knows the difference between 2-D (*shape*) and 3-D (*form*)





## 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 short melodic passages in an established range while using correct vocal technique

### **Plays/improvises on instruments**

- ⇒ Demonstrates a steady beat
- ⇒ Uses proper playing technique
- ⇒ Plays rhythmic 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 purpose of bones and muscles
- ⇒ Demonstrates knowledge of rules, safety practices and procedures for specific activities

### **Skill Performance**

*Note: not all the skills listed below will be marked Trimester 2*

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, dribbling, striking, other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games, large group activities*)
- ⇒ Demonstrates locomotor skills (*may include running, skipping, galloping, hopping, sliding, leaping, jumping and spatial awareness*)
- ⇒ Demonstrates non locomotor skills (*may include pushing, pulling or climbing*)





# Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
<b>Demonstrates organizational skills</b>	<ul style="list-style-type: none"> <li>⇒ Comes prepared with belongings and has materials ready for class</li> <li>⇒ Keeps materials organized</li> </ul>
<b>Works well with others</b>	<ul style="list-style-type: none"> <li>⇒ Respectful with words &amp; actions</li> <li>⇒ Listens when others are speaking</li> <li>⇒ Actively participates in a group</li> <li>⇒ Resolves conflict respectfully</li> <li>⇒ Cooperates with others</li> </ul>
<b>Demonstrates on-task behaviors</b>	<ul style="list-style-type: none"> <li>⇒ Follows classroom routines</li> <li>⇒ Listens and follows directions</li> <li>⇒ Maintains focus during independent work and group activities</li> </ul>
<b>Makes responsible choices</b>	<ul style="list-style-type: none"> <li>⇒ Follows school &amp; classroom rules</li> <li>⇒ Demonstrates self-control during a variety of situations</li> </ul>
<b>Completes work</b>	<ul style="list-style-type: none"> <li>⇒ Completes classwork and homework on time</li> <li>⇒ Demonstrates effort and does best work</li> <li>⇒ Uses time effectively</li> </ul>
<b>Applies Handwriting</b>	<ul style="list-style-type: none"> <li>⇒ Demonstrates learned skills</li> <li>⇒ Applies handwriting to daily work</li> <li>⇒ Writes legibly</li> </ul>
<b>Makes responsible choices (K-3 Science)</b>	<ul style="list-style-type: none"> <li>⇒ Stays on task, puts forth effort, completes work, uses materials responsibly and works cooperatively</li> </ul>
<b>Makes responsible choices (Art)</b>	<ul style="list-style-type: none"> <li>⇒ Brings materials to class and completes required work</li> <li>⇒ Follows directions, stays on task, and tries willingly</li> <li>⇒ Treats people and property with respect</li> <li>⇒ Follows all classroom and school rules</li> <li>⇒ Works cooperatively with others</li> </ul>
<b>Makes responsible choices (Music)</b>	<ul style="list-style-type: none"> <li>⇒ Brings materials to class and completes required work</li> <li>⇒ Follows directions, stays on task and tries willingly</li> <li>⇒ Treats people and property with respect</li> <li>⇒ Follows all classroom and school rules</li> </ul>
<b>Makes responsible choices (PE)</b>	<ul style="list-style-type: none"> <li>⇒ Comes prepared for class (tennis shoes)</li> <li>⇒ Meets class expectations</li> <li>⇒ Engages in activities with effort</li> <li>⇒ Respectful personal and social behaviors</li> <li>⇒ Cooperates with others</li> </ul>
<p>LEARNING HABIT INDICATORS: + Consistently; + / - Sometimes; - Rarely</p>	