

School Year: 2012-13



First Grade Report Card

Student Name: _____ ID# _____

School: _____ Grade: _____

Purpose of Report:

This report is designed to inform you about your student's progress toward achieving the North Carolina Essential Standards and/or the Common Core State Standards. The Standards establish high and challenging expectations for all students, and describe what students should know and be able to do by the end of the academic year. This report card is a working document which is reflective of your child's progress at the time of issue. The objectives contained within this document are reflective of skills to be mastered by the end of the 2012 - 2013 school year. They serve as the basis for first grade curriculum, instruction, and assessment in Charlotte-Mecklenburg Schools. This report cannot communicate everything you might want to know about your child's current progress. This report should be considered with other information you receive from the school concerning your child's academic progress. Regular communication between the family and the school staff is highly encouraged. The comments section indicates grade level performance based upon academic level and accommodations if appropriate. Level 3 is considered proficient. If you have any questions or concerns, please contact your child's teacher or counselor.

This document serves as a PEP for those students at risk for not reaching grade level proficiency by the end of the year. Specific Areas of Need are indicated.

QTR 1 Comments:

QTR 2 Comments:

QTR 3 Comments

QTR 4 Comments

Attendance	Quarter 1 (_____ to _____)	Quarter 2 (_____ to _____)	Quarter 3 (_____ to _____)	Quarter 4 (_____ to _____)	Year (_____ to _____)
Absent					
Tardy					
Days Present					

General Learner Outcomes (GLOs): The six General Learner Outcomes are the essential goals of learning for students.

GLO Ratings: 3= Consistently 2 = Sometimes 1 = Rarely

General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4	General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4
GLO 1: Self Directed Learner <i>The ability to be responsible for one's own learning.</i>					GLO 2: Community Contributor <i>The understanding that it is essential to work together.</i>				
• Works independently and asks for help when needed • Organizes workplace and materials • Makes productive use of class time • Sets Goals					• Participates cooperatively and appropriately with others to achieve shared goals • Shows respect and recognizes the feelings of others • Follows school and classroom rules				
GLO 3: Complex Thinker					GLO 4: Quality Producer				

<i>The ability to demonstrate critical thinking and problem-solving strategies</i> • Uses prior knowledge and experiences to solve problems • Explains answers and makes adjustments • Solves problems in different ways					<i>The ability to recognize and produce quality performance and quality products</i> • Strives to complete work neatly and correctly • Sets and strives toward learning goals				
GLO 5: Effective Communicator					GLO 6: Effective/Ethical User of Technology				
<i>The ability to communicate effectively</i> • Speaks effectively in front of a group • Listens attentively to gain understanding • Follows directions • Contributes effectively through speaking, drawing, and writing					<i>The ability to effectively and ethically use a variety of technologies</i> • Uses school materials/tools properly (e.g. books, TV, DVD, computers, art supplies, pencils, scissors, glue, etc.) • Explains how technology is used every day • Uses various technologies responsibly to find information and create new products				
CMS Kindergarten, First, Second Grade Report Card Rubric									
4	Expands Grade Level Standards	Indicates the student consistently produces high quality work, applies concepts independently, and is self-motivated.							
3	Meets Grade Level Standards	Indicates the student consistently meets grade level standards. The student regularly demonstrates proficiency in the majority of the standards for the current grade level. The student, with limited errors, grasps and applies key concepts, processes and skills for the current grade. An * next to a standard indicates that level 3 is the highest level of proficiency possible.							
2	Progressing Toward Grade Level Standards	Indicates the student is approaching and occasionally meets the standards for the current grade level. The student is beginning to grasp and apply key concepts, processes, and skills for the current grade level.							
1	Not Meeting Grade Level Standards	Indicates the student has not yet met minimum level standards. The student needs more time and experience for concepts, processes and skills to develop.							
N/A	Not Assessed At This Time	These standards have not been addressed at this time. However, standards will be introduced before the end of the school year.							

Reading Standards for Literature	Q1	Q2	Q3	Q4	Reading Standards for Informational Text	Q1	Q2	Q3	Q4
Key Ideas and Details					Key Ideas and Details				
• Asks and answers questions about key details in a text. • Retells stories, including key details, and demonstrates understanding of their central message or lesson. • Describes characters, settings, and major events in a story, using key details.					• Asks and answers questions about key details in a text. • Identifies the main topic and retells key details of a text. • Describes the connection between two individuals, events, ideas, or pieces of information in a text.				
Craft and Structure					Craft and Structure				
• Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses. • Explains major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • Identifies who is telling the story at various points in a text.					• Asks and answers questions to help determine or clarify the meaning of words and phrases in a text. • Knows and uses various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text.				
Integration of Knowledge and Ideas					Integration of Knowledge and Ideas				
• Uses illustrations and details in a story to describe its characters, setting, or events. • Compares and contrasts the adventures and experiences of characters in stories.					• Uses the illustrations and details in a text to describe its key ideas. • Identifies the reasons an author gives to support points in a text. • Identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				
Range of Reading and Level of Text Complexity					Range of Reading and Level of Text Complexity				
• With prompting and support, reads prose and poetry of appropriate					• With prompting and support reads informational texts				

complexity for grade 1.	appropriately complex for grade 1.				
Speaking and Listening Standards		Q1	Q2	Q3	Q4
Comprehension and Collaboration					
- Participates in collaborative conversations with diverse partners about <i>grade1 topics and texts</i> with peers and adults in small and larger groups. - Follows agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion). - Builds on others' talk in conversations by responding to the comments of others through multiple exchanges. - Asks questions to clear up any confusion about topics and texts under discussion. - Asks and answers questions about key details in a text read aloud or information presented orally or through other media. - Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.					
Presentation of Knowledge and Ideas					
- Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly. - Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. - Produces complete sentences when appropriate to task and situation.					
Reading Standards: Foundational Skills		Q1	Q2	Q3	Q4
Print Concepts					
- Demonstrates understanding of the organization and basic features of print. - Recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).					
Phonological Awareness					
- Demonstrates understanding of spoken words, syllables, and sounds (phonemes). - Distinguishes long from short vowel sounds in spoken single-syllable words. - Orally produces single-syllable words by blending sounds (phonemes), including consonant blends. - Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. - Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).					
Phonics and Word Recognition					
- Knows the spelling-sounds correspondences for common consonant digraphs (two letters that represent one sound). - Decodes regularly spelled one-syllable words. - Knows final –e and common vowel team conventions for representing long vowel sounds. - Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. - Decodes two-syllable words following basic patterns by breaking the words into syllables. - Reads words with inflectional endings. - Recognizes and reads grade-appropriate irregularly spelled words.					
Fluency					
- Reads with sufficient accuracy and fluency to support comprehension. - Reads on-level texts with purpose and understanding. - Reads on-level text orally with accuracy, appropriate rate, and expression on successive readings. - Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.					

Writing Standards	Q1	Q2	Q3	Q4
Text Types and Purposes				
- Writes opinion pieces in which he/she introduces the topic or names the book, states an opinion, supplies a reason for the opinion, and provides some sense of closure. - Writes informative/explanatory texts in which he/she names a topic, supplies some facts about the topic, and provides some sense of closure. - Writes narratives in which he/she recounts two or more appropriately sequenced events, include some details regarding what happened, uses temporal words to signal event order, and provides some sense of closure.				
Production and Distribution of Writing				
- With guidance and support from adults, focuses on a topic, responds to questions and suggestions from peers, and adds details to strengthen writing as needed. - With guidance and support from adults, uses a variety of digital tools to produce and publish writing, including in collaboration with peers.				
Research to Build and Present Knowledge				
- Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions) - With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.				

Language Standards	Q1	Q2	Q3	Q4
Conventions of Standard English				
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking: - Prints all upper-and lowercase letters. - Uses common, proper, and possessive nouns. - Uses singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). - Uses personal possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them their; anyone, everything</i>). - Uses verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). - Uses frequently occurring adjectives. - Uses frequently occurring conjunctions. (e.g., <i>and, but, or, so, because</i>). - Uses determiners. (e.g. articles, demonstratives) - Uses frequently occurring prepositions. (e.g., <i>during, beyond, toward</i>) - Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: - Capitalizes the dates and names of people. - Uses end punctuation for sentences. - Uses commas in dates and to separate single words in a series. - Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words. - Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions				
Vocabulary Acquisition and Use				
Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>: - Uses sentence-level context as a clue to the meaning of a word or phrase. - Uses frequently occurring affixes as a clue to the meaning of a word. - Identifies frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g. <i>looks, looked, looking</i>). With guidance and support from adults, explores word relationships and nuances in word meanings: - Sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. - Defines words by category and by one or more key attributes (e.g., <i>a duck</i> is a bird that swims; <i>a tiger</i> is a large cat with stripes). - Identifies real-life connections between words and their use (e.g., note places at home that are cozy). - Distinguishes shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. Uses 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*).

First Grade Science				
Physical Science: Forces and Motion	Q1	Q2	Q3	Q4
- Understands how forces (pushes or pulls) affect the motion of an object. - Explains the importance of a push or pull to changing the motion of an object. - Explains how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets. - Predicts the effects of a given force on the motion of an object, including balanced forces.				
Earth Science: Earth Systems, Structures, and Processes	Q1	Q2	Q3	Q4
- Recognizes the features and patterns of earth/moon/sun system as observed from Earth. - Recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth. - Recognizes patterns of observable changes in the Moon's appearance from day to day. - Understands physical properties of Earth materials that make them useful in different ways. - Summarizes the physical properties of Earth materials, including rocks, minerals, soils and water that make them useful in different ways. - Compares the properties of soil samples from different places relating their capacity to retain water, nourish and support the growth of certain plants.				
Life Science: Ecosystems	Q1	Q2	Q3	Q4
- Understands characteristics of various environments and behaviors of humans that enable plants and animals to survive. - Recognizes that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment. - Gives examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world. - Summarizes ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering). - Summarizes needs of living organisms for energy and growth. - Summarizes the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth. - Summarizes the basic needs of a variety of different animals (including air, water, and food) for energy and growth.				
First Grade Social Studies				
History	Q1	Q2	Q3	Q4
- Explains how and why neighborhoods and communities change over time. - Explains the importance of folklore and celebrations and their impact on local communities. - Explains why national holidays are celebrated.				
Geography and Environmental Literacy	Q1	Q2	Q3	Q4
- Uses geographic tools to identify characteristics of various landforms and bodies of water. - Give examples showing location of places e.g., home, classroom, school, and community). - Understands the basic elements of geographic representations using maps (cardinal directions and map symbols). - Explains ways people change the environment. - Explains how people use natural resources in the community. - Explains how the environment impacts where people live.				
Economics and Financial Literacy	Q1	Q2	Q3	Q4
- Summarizes the various ways in which people earn and use money for goods and services. - Identifies examples of goods and services in the home, school, and community. - Explains how supply and demand affects the choice families and communities make.				
Civics and Governance	Q1	Q2	Q3	Q4
- Explains why rules are needed in the home, school and community. - Classifies the roles of authority figures in the home, school and community. - Summarizes various ways in which conflicts could be resolved in homes, schools, classrooms and communities.				
Culture	Q1	Q2	Q3	Q4

- Compares the languages, traditions, and holidays of various cultures.
- Uses literature to help people understand diverse cultures.

MATHEMATICS				
Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
Represents and solves problems involving addition and subtraction				
• Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. • Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.				
Understands and applies properties of operations and the relationship between addition and subtraction.				
• Applies properties of operations as strategies to add and subtract. <i>Examples: If $8+3=11$ is known, then $3+8=11$ is also known. (Commutative Property of Addition) To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$. (Associative Property of Addition)</i> • Understands subtraction as an unknown-addend problem. <i>For example, subtracts $10-8$ by finding the number that makes 10 when added to 8.</i>				
Adds and subtracts within 20.				
• Relates counting to addition and subtracting (e.g., by counting on 2 to add 2). • Adds and subtracts within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $*+6=8+2+4=10-1=9$); using the relationship between addition and subtraction (e.g. knowing that $*+4=12$, one knows $12-8=4$); and creating equivalent but easier known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=13$).				
Works with addition and subtraction equations				
• Understands the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $7=8-1$, $5+2=2$, $4+1=5+2$</i> • Determines the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determines the unknown number that makes the equation true in each of the equations $8+?=11$, $5=?-3$.</i>				
Number and Operations in Base Ten	Q1	Q2	Q3	Q4
Extends the counting sequence				
• Counts to 120, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral.				
Understands place value				
• Understands that the two digits of a two-digit number represent amounts of tens and ones. Understands the following as special cases: ○ 10 can be thought of as a bundle of ten ones – called a “ten” ○ The numbers from 11 to 19 are composed of a ten and a one, two, three, four, five, six, seven, eight, or nine ones. ○ The numbers 10, 20, 30, 40, 50, 60, 70, 80 and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). • Compares two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.				
Uses place value understanding and properties of operations to add and subtract.				
• Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method and explains the reasoning used. Understands that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is				

- necessary to compose a ten. - Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explains the reasoning used. - Subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method and explains the reasoning used.				
Measurement and Data	Q1	Q2	Q3	Q4
Measures lengths indirectly and by iterating length units.				
- Orders three objects by length; compares the lengths of two objects indirectly by using a third object. - Expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understands that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.				
Tells and writes time				
Tells and writes time in hours and half-hours using analog and digital clocks.				
Represents and interprets data				
Organizes, represents, and interprets data with up to three categories; asks and answers questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.				

Geometry	Q1	Q2	Q3	Q4
Reasons with shapes and their attributes				
- Distinguishes between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); builds and draws shapes to possess defining attributes. - Composes two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and composes new shapes from the composite shape. - Partitions circles and rectangles into two and four equal shares, describes the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and uses the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describes the whole as two of, or four of the shares. Understands for these examples that decomposing into more equal shares creates smaller shares.				