

Fullerton School District

Report Card Parent Guide

First Grade

With the change to the California Common Core State Standards in English language arts and mathematics, the FSD report card in grades K - 6 have been revised to align to the new State Standards.

Please use this document as a reference when reviewing your child’s report card. This parent guide includes “I Can” statements that present the English Language Arts and Mathematics standards in a more user-friendly format.

READING: LITERATURE	READING: INFORMATIONAL TEXT
“I Can”...	“I Can”...
<p><u>Key Ideas & Details:</u></p> <ul style="list-style-type: none"> ask and answer questions about important details in stories. retell a story I know using important details and show that I know the author is trying to teach me. tell the characters, setting and what happens in stories. 	<p><u>Key Ideas & Details:</u></p> <ul style="list-style-type: none"> ask and answer questions about important details in nonfiction books. tell the main topic and important details in nonfiction books. tell how people, events or ideas are connected in nonfiction books.
<p><u>Craft & Structure:</u></p> <ul style="list-style-type: none"> find words in a story or poem that tell about feelings. tell the difference between fiction and nonfiction. figure out who is telling a story at different parts in the story. 	<p><u>Craft & Structure:</u></p> <ul style="list-style-type: none"> ask and answer questions to help me understand new words. understand and use all the helpful parts of nonfiction books to help me find important facts and details. find some information from pictures and some information from the words in nonfiction books.
<p><u>Integration of Knowledge & Ideas</u></p> <ul style="list-style-type: none"> use the pictures and details in a story to tell about its characters, setting or events. compare what happens to characters in stories. 	<p><u>Integration of Knowledge & Ideas:</u></p> <ul style="list-style-type: none"> use the pictures and words in nonfiction books to help me tell about the main ideas. find the reasons that an author gives to help teach about the main idea. find things that are the same and different in two nonfiction books that teach about the same topic.

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READING: FOUNDATIONAL SKILLS

“I Can”...

Print Concepts:

- show that I know how books can be read.
 - find and point to the first word, the beginning capital letter and the ending mark in a sentence.

Phonological Awareness:

- show that I know how words and their parts go together.
 - tell the difference between short and long vowel sounds when I hear a word.
 - put sounds together to speak words.
 - find and tell the beginning, middle and ending sounds in short words.

Phonics & Word Recognition:

- show what I have learned about letters and sounds by reading words.
 - hear and spell consonant letters that are blended together to make words.
 - read short words.
 - read words with long vowel sounds. (silent e or vowel teams)
 - use what I know about vowel sounds to help me figure out how many syllables are in words.
 - read words with two syllables.
 - read words that have different endings on them.
 - read first grade words that aren't spelled the way they sound.

Fluency:

- read and understand books at my level well.
 - read and understand first grade books.
 - read aloud like a teacher.
 - stop when I am reading and fix words that I mess up or that I am not sure of.

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WRITING

“I Can” ...

Text Types & Purposes:

- write my opinion about a topic and give reasons for my thinking.
- write to teach about a topic by giving facts about it.
- write to tell an organized story with details.

Production & Distribution of Writing:

- listen to others' ideas to help add details to my stories.
- use a computer or tablet to publish my writing.

Research to Build & Present Knowledge:

- help my class explore books and write about what we learned.
- use what I have learned to answer questions or I can find out the answers somewhere else.

SPEAKING & LISTENING

“I Can” ...

Comprehension & Collaboration:

- show that I know how to have good conversations with my friends and teachers.
 - listen and take turns when I am having conversations.
 - be a part of conversations by listening to other people's comments and thinking about what to say.
 - ask questions during conversations to help me understand what is being shared.
- ask and answer questions about things I hear and see.
- ask and answer questions about what a speaker says to help me understand the person better.

Presentation of Knowledge & Ideas:

- use details when I tell about people, places and things to help others understand them better.
- use drawings or other things like that to help others understand what I am talking about.
- speak and share my ideas in complete sentences when I need to.

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LANGUAGE

“I Can”...

Conventions of Standard English:

- show that I know how to use words correctly when I write and speak.
 - print all of the upper and lowercase letters.
 - use common, proper and possessive nouns.
 - use singular and plural nouns with matching verbs in my sentences.
 - use pronouns. (I, me, my, they, them, their, anyone, everything)
 - verbs in the right way to tell about the past, the present and the future.
 - use adjectives.
 - use conjunctions. (and, but, or, so, because)
 - use determiners. (a, the, this, that, my, many, few)
 - (Need)
 - use simple and compound sentences. (statements, questions, commands and exclamations)
- show that I know how to write sentences correctly.
 - capital letters in dates and also when I write people's names.
 - use the right punctuation at the ends of my sentences.
 - use commas when I write the date or when I make a list of things in a sentence.
 - use sight words and spelling patterns to help me spell words correctly.
 - use what I know about letters and their sounds to spell new words correctly.

Vocabulary Acquisition & Use:

- figure out what words mean by using the strategies I know and thinking about what I have read.
 - use the whole sentence to help me figure out what other words in the sentence mean.
 - use the beginnings and endings of words to help me figure out what it means.
 - find root words with lots of different endings.
- figure out how words are related. I can figure out how their meanings might be alike.
 - sort things into groups and use the names of the groups to help me understand them better. (colors, clothing)
 - explain a word by telling how it belongs in a group.
 - tell how words are used in real-life. (places in my house that are cozy)
 - tell or show the difference between verbs (action words) that are almost alike (look, peek, glance, stare, glare, scowl). I can tell or show the difference between adjectives (describing words) that are almost alike. (big, large, gigantic)
- use the new words I learn in different ways to show that I know what they mean.

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MATHEMATICS

“I Can”...

Operations & Algebraic Thinking:

- use different strategies for addition and subtraction to solve word problems. (within 20)
- use solve word problems where I have to add 3 whole numbers.
- use fact families to help me solve addition problems (commutative). I can also use addition facts I know well to help me solve problems where there are more than two numbers (associative).
- use what I know about addition facts to help me answer subtraction fact problems.
- understand how counting up is like adding and counting down is like subtracting.
- add and subtract facts within 20.
- tell if addition or subtraction number sentences are true because I understand what an equal sign means.
- figure out what a missing number is in an addition or subtraction problem.

Number & Operations in Base Ten:

- count up to 120 starting at any number under 120. I can also read and write my numbers to show how many objects are in a group. (up to 120)
- tell how many tens and how many ones are in a number.
 - show that I know what a "ten" is.
 - show that any number between 11 and 19 is a group of "ten" and a certain number of ones.
 - show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones.
- compare two-digit numbers using $<$, $=$, and $>$ because I understand tens and ones.
- use math strategies to help me solve and explain addition problems within 100. I can use objects and pictures to help me solve and explain addition problems within 100. I can understand that adding two-digit numbers means I add the ones and then the tens. I can understand that when I add two-digit numbers, sometimes I have to make a group of ten from the ones. (regroup)
- find 10 more or 10 less in my head.
- use different strategies to subtract multiples of 10 (10-90) from numbers under 100, write the matching number sentence and explain my strategy.

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MATHEMATICS

“I Can”...

Measurement & Data:

- put three objects in order from longest to shortest and compare their lengths.
- tell the length of an object using whole numbers. I can show that I understand how to measure something by using a smaller object as a measurement tool.
- tell and write time in hours and half-hours using any kind of clock.
- organize, show and explain number information in a way that makes sense. I can ask and answer questions about number information that is organized.

Geometry:

- understand and tell about the parts that make different shapes unique. I can build and draw shapes that have certain parts.
- create two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles). I can create three-dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders). use two- and three-dimensional shapes to create new shapes.
- understand that "halves" means two equal parts and "fourths" or "quarters" means four equal parts. I can break circles and rectangles into equal parts and use the words whole, halves, fourths, and quarters to talk about them. I can understand that breaking circles or rectangles into more equal parts means that the parts will be smaller.