

**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.

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

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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.