

# Common Core State Standards for YCJUSD Elementary Report Card – First Grade

Expectations change from one grading period to the next, as students progress toward the end of grade-level expectations. Therefore, with standards based grading, a student may meet the grade-level expectations during the first grading period but, as the expectations increase, the student may not demonstrate the same level of proficiency during the next grading period. (A student might receive a “3” in the first grading period and then receive a “2” in the second grading period.)

Foundational Skills	Reading	Writing
<ul style="list-style-type: none"> <li>• Applies phonics and word analysis skills to decode words and text</li> <li>• Demonstrates understanding of spoken words, syllables and sounds</li> <li>• Reads grade level sight words</li> <li>• Reads grade level text orally with accuracy, fluency and expression</li> </ul>	<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>• Asks and answers questions about key details and unknown words</li> <li>• Retells stories including key details and demonstrates understanding of central message</li> <li>• Identifies words and phrases in stories and poems that appeal to the senses</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>• Asks and answers questions about main idea, key details and unknown words</li> <li>• Uses illustrations and details to describe key ideas</li> <li>• Uses text features to locate facts or information in a text</li> <li>• Describes similarities and differences between two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writes about a topic using facts and supporting details</li> <li>• Responds to suggestions to add details to strengthen writing</li> <li>• Recalls information from experience or gathers information to answer a question</li> </ul>
		<p><b>Speaking and Listening</b></p>
		<ul style="list-style-type: none"> <li>• Participates in conversations asking questions to seek information or clarify understanding</li> <li>• Describes people, places, things and events using details</li> </ul>
Math	Language	Grading Scale Descriptors
<ul style="list-style-type: none"> <li>• Represents and solves addition problems</li> <li>• Represents and solves subtraction problems</li> <li>• Extends the counting sequence to 120</li> <li>• Demonstrates understanding of place value of tens and ones</li> <li>• Measures and compares lengths</li> <li>• Organizes, represents and interprets data</li> <li>• Reasons with two and three dimensional shapes and their attributes</li> <li>• Partitions circles/rectangles into two and four equal shares using the words halves, fourths &amp; quarters</li> <li>• Explains mathematical procedures and reasoning both verbally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and uses correct grammar when writing or speaking</li> <li>• Determines or clarifies the meaning of unknown and multi-meaning words and phrases</li> <li>• Uses standard English capitalization, punctuation, spelling when writing</li> <li>• Uses words and phrases acquired through conversations, reading and being read to</li> </ul>	<p><b>4</b> =Student performance consistently demonstrates a thorough understanding and accurate, flexible application of the concepts, skills and processes taught in this reporting period. Student <b>applies and extends key concepts, processes, and skills.</b></p> <p><b>3</b> =Student performance consistently demonstrates a competent understanding and accurate application of the concepts, skills and processes taught in this reporting period.</p> <p><b>2</b> =Student performance consistently demonstrates a partial understanding and application of the concepts, skills and processes taught in this reporting period.</p> <p><b>1</b> =Student performance consistently demonstrates minimal understanding and application of the concepts, skills and processes taught in this reporting period. Concepts and skills taught in this reporting period are not yet mastered.</p>