

Mathematics

Algebra

- Solving addition and subtraction word problems in situations of adding to, taking from, putting together, taking apart, and comparing (e.g., a taking from situation would be: "Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?")
- Adding with a sum of 20 or less, and subtracting from a number of 20 or less, for example by using strategies based around the number 10 (e.g., to solve $13-4$, one can start with 13, subtract 3 to reach 10, and then subtract 1 more to reach 9)

Number Sense in Base Ten (place value)

- Understanding what the digits mean in two-digit numbers
- Using understanding of place value to add and subtract (e.g., $39+5$, $29+20$, $64+27$, $80-50$)

Measurement

- Measuring lengths of objects by using a shorter object as a unit of length

Geometry

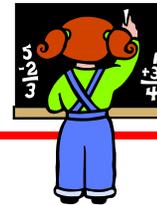
- Making shapes by joining shapes together
- Dividing circles and rectangles into halves or fourths



Problem Solving, Reasoning, and Communication

- Makes sense of problems and perseveres to solve them
- Communicates the answer to a problem and explains the thinking in a way that makes sense to others

- Evaluates/critiques the answers of other students (e.g., "I agree/disagree with your answer because")
- Models with math (e.g., writes equations, creates tables and graphs)
- Uses appropriate tools strategically (e.g., measuring tools, number lines, drawings, etc.)
- Determines reasonableness of solutions to word problems (e.g., "does this answer make sense?")
- Selects appropriate strategies to solve word problems



Edmonds School District
Each Student Learning, Every Day!

Strategic Direction

It is important in the Edmonds School District that we are achieving:

- **Effective Learning for All Students**
- **Equity of Opportunity**
- **P – 3rd Grade Early Learning**
- **Graduates Who Are Ready for Life**

For more information on these and our other areas of work in our Strategic Direction, please visit www.edmonds.wednet.edu

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1st Grade

Reading
Writing
Mathematics
Lifelong Learning Skills

A Guide to Understanding the Changes to Your Child's Report Card

What should my child know and be able to do at the end of first grade?



Reading

Reading Skills

- Uses phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words
- By the end of the year, reads aloud grade-level text with ease, smoothness, and accuracy

Student demonstrates skills listed below in grade level literature and informational text by the end of the year:

Reading Comprehension

- Asks and answers questions about key details in the text
- Describes characters, settings, and major events in a story, using key details
- Explains differences between books that tell stories and books that give information
- Compares and contrasts the adventures and experiences of characters in stories
- Identifies the main topic and retells key details of a text
- Knows and uses various text features (e.g., headings, tables of contents, glossaries, icons) to locate key facts or information in a text
- Identifies the basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

Writing



Text Types and Purposes

- Writes opinion, informative/explanatory, and narrative pieces that stay on topic, include facts/details and provide some sense of an opening and closing

Process

- With guidance and support from adults, focuses on a topic, responds to questions and suggestions from peers and adds details to strengthen writing
- With guidance and support from adults, uses a variety of digital tools to produce and publish writing

Language

- Writes legibly using uppercase and lowercase letters
- Capitalizes dates and names of people
- Uses end punctuation for sentences
- Uses commas in dates and to separate single words in a series
- Spells simple words correctly and uses invented spelling methods for harder words



Lifelong Learning Skills & Effort

The scoring of these areas is changing so it is the same as the scoring of the content areas.

The revised grading scale will be:

- **4 Exemplary** - The student performs at a level that exceeds expectations at this time
 - **3 Proficient** - The student performs at a level that meets expectations at this time
 - **2 Progressing** - The student performs at a level that is approaching expectations at this time
 - **1 Beginning** - The student performs at a level that is below expectations at this time
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