

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

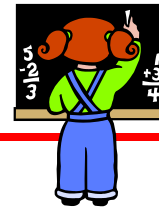
- Making shapes by joining shapes together
- Dividing circles and rectangles into halves or fourths



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

Student Learning Department
20420 68th Avenue West
Lynnwood, WA 98036

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

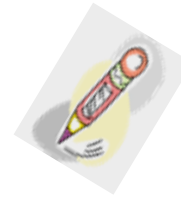
- Uses phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words
- By the end of the year, reads aloud grade-level text with ease, smoothness, and accuracy

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
-