

FIRST GRADE SUPPORTING DOCUMENT-TRIMESTER 2

If your child earned a "3" in a particular strand that means that they can consistently and independently perform the skills and strategies listed below. Items highlighted are areas that your child is working on or needs support with to be successful.

ELA Competencies

Foundational Reading Skills

Phonological Awareness

I can produce rhymes.

I can name the beginning sound of a word.

I can name the final sound of a word.

I can blend syllables into words.

I can name the middle (vowel) sound of a word.

I can segment words into syllables.

I can add a sound to the beginning of a word to make a new word.

I can delete a sound from the beginning of a word and tell you what is left.

I can substitute the beginning sound of a word to make a new word.

Phonics and Word Recognition

I can state the most common sound associated with a given letter.

I can produce digraph sounds (wh, ch, sh, th, ck).

I can produce welded sounds (-am, -am, -all, -ng, -nk).

I can solve CVC words.

I can solve CCVC and CVCC words.

I can read 58 Trick Words from FUNdations with automaticity.

Fluency

I can use strategies to problem solve unfamiliar words, such as Look at the picture; Get my mouth ready for the first sound; Ask myself: Does it look right? Sound right? Make sense?; Skip hard words and go back; Use a different sound based on patterns I know; Chunk a word into parts.

I can fix errors and reread to smooth out my fluency.

Language*Foundational Writing Skills*

I can use what I know about sounds to help me spell.

I can use resources to help me spell.

I can put spaces between words.

I can use uppercase letters at the beginning of sentences.

I can use punctuation to end my sentences.

*Vocabulary-NA***Reading Literature***Key Ideas and Details*

I can name the characters, setting, and chronological events in stories I read myself.

Craft and Structure

I know which books are stories and which books have facts.

Integration of Knowledge and Ideas

I can make connections between texts, or with my own life.

Range and Complexity

I can independently read short books (8-16 pages) with pictures that support my understanding. My books have 3-8 lines of text on a page, but the size of print is getting smaller, and there are more and more words on a page. The sentences in my books can continue on 2-3 lines of text. I can track words with my eyes, and I'm working on reading smoothly.

Reading Informational Text*Key Ideas and Details*

I can recall facts.

I can name the main topic and some details.

Craft and Structure

I can use text features to locate facts or information (table of contents, glossary, index, etc.)

Integration of Knowledge and Ideas

I can use the illustrations and details in a text to describe its key ideas.

Range and Complexity

I can independently read short books (8-16 pages) with pictures that support my understanding. My books have 3-8 lines of text on a page, but the size of print is getting smaller, and there are more and more words on a page. The sentences in my books can continue on 2-3 lines of text. I can track words with my eyes, and I'm working on reading smoothly.

Speaking and Listening

Collaboration

I can use the *School Listening Look* (Keep my body calm and look at the speaker).

I can raise my hand/give a quiet thumb, and wait my turn patiently and quietly.

I can follow directions.

I can answer questions.

Presentation of Knowledge and Ideas

I can ask and answer questions about a read aloud or video.

Writing

Opinion-NA

Information-NA

Narrative

I can write a letter to my family about things I did in school.

I can use the letter format, including a greeting and a closing.

I can include some details in my words and pictures.

MATH Competencies

Geometry

Shapes

I can identify and describe 2D and 3 D shapes.

I can put shapes together to make larger shapes.

Equal Parts-NA

Measurement and Data

Length

I can use non-standard tools to measure objects.

I can compare objects and determine which is bigger / smaller.

Time-NA

Data

I can read a graph and answer literal questions about the data.

Numbers and Number Systems

Sequence

I can count by 1s to 100.

I can count by 10s to 100.

I can count by 5s to 100.

I can count by 2s to 20.

I can count by 1s from any number to 100.

I can count backwards by 1s starting at 40.

I can read and write numbers to 100.

I can write numbers with correct directionality.

Place Value

I can use $>$, $<$ and $=$ to compare two 2-digit numbers.

I understand that the two digits of a 2-digit number tell how many tens and ones are in the number.

Reasoning and Computational Strategies

Add and Subtract

I can count on to add and count back to subtract.

I can + and - to 10 using strategies, i.e. counting on from the larger number, using my fingers, using a number line.

I can fluently add within 10; I can complete 15 addition equations in 2 minutes or less with 80% accuracy.

I can fluently subtract within 10; I can complete 15 subtraction equations in 2 minutes or less with 80% accuracy.

Reasoning

I can add 2-digit numbers that are multiples of 10, such as $30+40$ and $20+50$.

I can subtract 2-digit numbers that are multiples of 10, such as $40-20$ and $60-30$.

I can find 10 more or 10 less than any given 2-digit number.

Properties

I understand the commutative property of addition, for example if $3+5=8$ is known, then $5+3=8$ is also known.

I understand that + and - are related operations, for example $10-8$ can be solved by counting on from 8 up to 10.

Symbolic Expression

Equations

I understand the meaning of an equal sign, and can determine if equations involving + or - are true or false.

Problem Solving

I can use the information in the problem.

I can show work that makes sense, such as pictures, numbers, words, equations, or use of manipulatives.

I can solve a problem accurately.

CARES

Cooperation:

I can play fairly.

I can encourage or compliment others.

I can get along with others.

Assertion:

I can ask for help when needed.

I can think positively.

I can be a positive leader.

Responsibility:

I can take care of my own things and classroom materials.

I can recognize that my actions have consequences.

I can follow directions and rules.

Empathy:

I can identify and label my own emotions.

I can identify what another person might be feeling.

I can treat others the way that I want to be treated.

Self-Regulation:

I can think before I speak and act.

I can listen attentively and stay on task.

I can demonstrate self-control with my body and words.