

## First Grade - Dual

Parents of Elementary Students,

Starting this year, teachers will be sending a report card home twice a year- once at semester's end in January, and again at the end of the year. You may access real time information about your child's progress in school at any time throughout the year through ParentVUE, our online grade book. We believe this timely, specific information is essential to students and parents as we work together for student success. ParentVUE allows you to see assignments and assessments related to the standards. If you accessed ParentVUE last year, your log in information is the same. At parent conferences in the fall, your student's teacher will be able to explain their use of gradebook as a communication tool regarding your student.

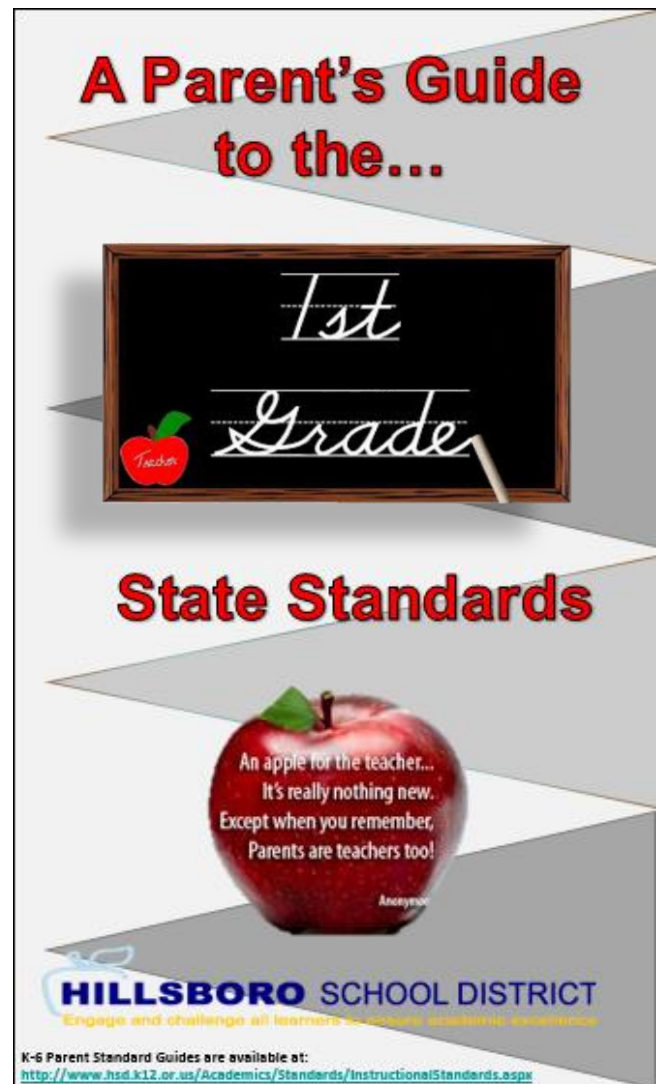
We are committed to providing every student in our district access to grade level standards. Since the new report card has been condensed, you will no longer see all standards listed under each category. Only the overarching standards will be reflected in bold under each cluster.

This pamphlet is divided by content areas like the report card with *all* standards written under each category in student and parent friendly "I can" statements that describe what skills a student "can do" to demonstrate grade level performance by the end of the year. The ✓ represent when standards may be assessed each quarter. If your child is *meeting*, they demonstrate skills taught that quarter/semester within the "I can" statement. *Exceeding* marks mean students demonstrate skills beyond those expected at the time of grading. Students who *nearly meet* or *not yet meet* will need extra support from school and home to master the standard. Your student would need to develop more skills before s/he could say, "I can" for the marked standards. The teacher, parent and student should work together to address the need.

We are confident that our new report card, this pamphlet and ParentVUE will provide the detail and specifics to help students and parents identify students' strengths and areas of needed support. Thank you for being important partners in your child's education.

Together we can ensure all kids leave elementary school on track to be college and career ready when they graduate high school!

K-6 Parent Standard Guides are available at: <http://www.hsd.k12.or.us/Academics/Standards/InstructionalStandards.aspx>





## Key Idea Reading Foundations:

Your child is learning to match letters to their alphabetical sounds. Read signs, cereal boxes, and labels on toys. Encourage your child to read to you books such as *Little Bear* by Else Holmelund Minark. Help him or her sound out difficult words. Pick a “word of the day” each day starting with a different letter. Have your child write the word and look for other things beginning with the same letter. In the bilingual program students learn reading foundations that are common in both languages but also some that are specific to each language.

*If the skill is specific to English = (E), to Spanish = (S), and to both = (B)*

S1		S2		Reading Foundations		
Nov	Jan	Apr	Jun			
				<b>Print Concepts</b>		
✓	✓	✓	✓	<b>RF.1.1</b>	<b>I can identify parts of a sentence (e.g., I understand the first word is capitalized and punctuation goes at the end).</b>	<b>B</b>
			✓	RF.1.1.A	<i>I can identify the use of question marks (¿?), exclamation marks (¡!), and of long hyphen in dialog.</i>	<b>S</b>
				<b>Phonological Awareness</b>		
✓	✓	✓		<b>RF.1.2</b>	<b>I can hear and say each sound in a word.</b>	<b>B</b>
✓	✓	✓		RF.1.2.A	I can tell the difference between long and short vowel sounds in single syllable words.	<b>B</b>
✓	✓			RF.1.2.B	I can blend sounds to say one syllable words.	<b>B</b>
✓	✓			RF.1.2.C	I can pronounce the beginning, middle and ending sound in one syllable words.	<b>B</b>
✓	✓			RF.1.2.D	I can segment one syllable words into their individual sounds.	<b>B</b>
	✓	✓		RF.1.2.E	I can divide two syllable words by syllables (e.g., me-sa, ca-sa, pe-ro, ga-to)	<b>S</b>
				<b>Phonics and Word Recognition</b>		
✓	✓	✓	✓	<b>RF.1.3</b>	<b>I can sound out words by recognizing phonics patterns and I can read first grade sight words.</b>	<b>B</b>
	✓	✓		RF.1.3.A	<i>I can match a sound to the correct consonant digraph.</i>	<b>B</b>
✓	✓			RF.1.3.B	<i>I can decode one-syllable words.</i>	<b>E</b>
✓	✓				<i>I can distinguish the difference between open syllables (that end on a vowel) and closed syllables (that ends on a consonant).</i>	<b>S</b>
✓	✓			RF.1.3.C	<i>I can represent long vowel sounds with the most common patterns.</i>	<b>E</b>
✓	✓				<i>I can distinguish strong vowels (a,e,o) from weak vowels (i, u) that together form a diphthong.</i>	<b>S</b>
✓	✓			RF.1.3.D	<i>I can count the number of syllables in a word and know that each syllable has a vowel sound.</i>	<b>B</b>
	✓	✓		RF.1.3.E	<i>I can decode two-syllable words by breaking the syllables apart.</i>	<b>B</b>
		✓	✓	RF.1.3.F	<i>I can read words with inflectional endings (e.g., -ing or -ed).</i>	<b>E</b>

		✓	✓	RF.1.3.F	I can read words with inflectional endings (gender -o/-a; number -os/-as, augmentatives -ote y diminutives -ito).	S
		✓	✓	RF.1.3.G	I can read first grade sight words.	B
		✓	✓	RF.1.3.H	I can recognize consonant blends (consonant + l; consonant + r ) in high frequency words (blanco, planta, trabajo, otra, cuatro).	S
				<b>Spanish Accentuation</b>		
	✓	✓		RF.1.1.B	I can recognize that the accent mark called "tilde" is written over a vowel in a word.	s
	✓	✓		RF.1.1.C	I can recognize that the written accent mark (acento diacrítico) changes the meaning of some words (si, sí, tu, tú).	S
	✓	✓		RF.2.2.F	I can orally identify vowel sounds in a syllable that forms a diphthong (auto, lluvia, agua, aire, ciudad).	S
✓	✓	✓		RF.1.2.G	I can recognize that a syllable could be made up of a single vowel (a-mo, mí-o, dí-a, vi-ví-a, ha-brí-a, o-jo, u-ña, e-so).	S
✓	✓			RF.1.3.J	I can tell the difference between vowels and consonants, and that only vowels have a written accent.	S
✓	✓	✓		RF.1.3.J	I can recognize that the accent mark (acento ortográfico) is written over a vowel and it indicated the stressed syllable.	S
✓	✓	✓		RL.1.2.J	I can recognize the written accent in simple and high frequency words (mamá, papá, José).	S
Nov	Jan	Apr	Jun	<b>Fluency</b>		
		✓	✓	RF.1.4	I can read and understand text appropriate for first grade.	B
		✓	✓	RF.1.4.A	I can read first grade text with purpose and understanding.	B
		✓	✓	RF.1.4.B	I can read first grade text with accuracy and expression with practice.	B
		✓	✓	RF.1.4.C	I can use strategies to understand unknown words (like re-reading and using context clues).	B

**Reading Foundations:** [continues above]



## Key Idea Reading Literature:

Read together and discuss fairy tales, folk tales, fables and poetry with strong characters, descriptive settings and clearly identified major events or lessons. First graders should be able to identify who is speaking in a story. Your child will learn about what is read and talk about the main ideas of simple stories.

Nov	Jan	Apr	Jun	<b>Key Ideas and Details</b>	
✓	✓	✓	✓	RL.1.1	I can ask and answer questions about important details in a text.
✓				RL.1.2	I can retell a story and include important details and understand the central message of the story.
✓			✓	RL.1.3	I can use details to describe characters, setting and major events from a story.
Nov	Jan	Apr	Jun	<b>Craft and Structure</b>	
		✓		RL.1.4	I can identify words or phrases in a text that relate to my senses and feelings.
	✓			RL.1.5	I can explain differences between fiction and nonfiction text.
	✓		✓	RL.1.6	I can identify who is telling a story.
Nov	Jan	Apr	Jun	<b>Integration of Knowledge and Ideas</b>	
	✓	✓		RL.1.7	I can use illustrations and details in a story to describe its characters, settings or events.
		✓	✓	RL.1.9	I can compare and contrast the adventures of characters in familiar stories.
				<b>Range of Reading and Text Complexity</b>	
✓	✓	✓	✓	RL.1.10	I can read prose and poetry appropriate for first grade with prompting and support



## Key Idea Reading Informational:

Read together and discuss how informational texts are different than literary (story-book) texts. Look at heading, tables of contents, glossaries, electronic menus and icons. Show your child how to identify details about the topic in illustrations as well as the text.

Nov	Jan	Apr	Jun	<b>Key Ideas and Details</b>	
✓	✓	✓	✓	RI.1.1	I can ask and answer questions about important details in a text.
✓				RI.1.2	I can identify the main topic and retell key details of a text.
✓			✓	RI.1.3	I can describe the connection between two people, ideas or pieces of information.
				<b>Craft and Structure</b>	
✓	✓	✓	✓	RI.1.4	I can ask and answer questions to determine or clarify the meaning of words or phrases.
	✓			RI.1.5	I can use various text features to locate information (e.g. headings, tables of contents, glossaries, etc.).
	✓		✓	RI.1.6	I can tell whether I got information from the text or from illustrations.
				<b>Integration of Knowledge and Ideas</b>	
	✓			RI.1.7	I can use illustrations and details to describe key ideas in a text.
		✓		RI.1.8	I can identify the reasons an author gives to support his/her points.
		✓	✓	RI.1.9	I can identify similarities and/or differences between two texts on the same topic.
				<b>Range of Reading and Text Complexity</b>	
✓	✓	✓	✓	RI.1.10	I can read informational text appropriate for first grade with prompting and support.



## Key Idea Writing:

First grade students write about a topic, supply some facts and provide some sense of opening and closing. Read “how to” books with your child and help him or her write a sequence of instructions such as “how to bake sugar cookies.” Your student is writing in complete sentences and spelling words with more accuracy.

Nov	Jan	Apr	Jun	<b>Text Types and Purpose</b>	
✓			✓	W.1.1	I can write an opinion piece in which I give the topic or name of a book, an opinion, a reason for the opinion and a sense of closure.
✓	✓	✓	✓	W.1.2	I can write an informative piece in which I name the topic, give some facts about the topic and provide a sense of closure.
	✓	✓		W.1.3	I can write a narrative piece in which I give some details about the events in order and provide a sense of closure.
				<b>Production and Distribution of Knowledge</b>	
✓	✓	✓	✓	W.1.5	I can respond to my peers’ questions or suggestions and add details to strengthen my writing with guidance and support.
	✓		✓	W.1.6	I can use digital tools to produce and publish my work with support.
				<b>Research to Build and Present Knowledge</b>	
		✓		W.1.7	I can participate in research projects with my classmates.
	✓	✓	✓	W.1.8	I can use provided sources to find information with support.



## Key Idea Speaking and Listening:

As your child participates more in group discussions and conversations at school He or she will be eager to share with you at home. Use these conversations to help your first grader express, describe and use details in their speech. Encourage asking and answering questions as often as possible.

Nov	Jan	Apr	Jun	<b>Comprehension and Collaboration</b>	
✓	✓	✓	✓	<b>SL.1.1</b>	<b>I can show that I know how to have conversations about 1<sup>st</sup> grade topics and texts with my peers and teachers.</b>
	✓	✓	✓	<i>SL.1.1.A</i>	<i>I can follow class rules for discussions.</i>
	✓	✓	✓	<i>SL.1.1.B</i>	<i>I can continue a conversation that someone else started.</i>
	✓	✓	✓	<i>SL.1.1.C</i>	<i>I can ask questions to clear up my confusion about a topic or text.</i>
✓	✓			<b>SL.1.2</b>	<b>I can show I understand what I read, hear, and/or see by asking and answering questions.</b>
	✓		✓	<b>SL.1.3</b>	<b>I can ask and answer questions of a speaker to understand them better.</b>
Nov	Jan	Apr	Jun	<b>Presentation of Knowledge and Ideas</b>	
	✓	✓	✓	<b>SL.1.4</b>	<b>I can clearly describe people, places, things, and events with relevant details.</b>
	✓		✓	<b>SL.1.5</b>	<b>I can add drawings or details to a description to provide information.</b>
		✓		<b>SL.1.6</b>	<b>I can use complete sentences when appropriate.</b>



## Key Idea Language

Have many conversations with your child about topics and books. Your first grader needs lots of opportunities to discuss (and practice!) using complete sentences and asking questions. You will see how important writing becomes as part of your child's language practice. Write letters to grandparents and friends together. Help your first grader with punctuation and grammar. In the bilingual program students learn language skills that are common in both languages but also some that are specific to each language.

*If the skill is specific to English = (E), to Spanish = (S), and to both = (B)*

Nov	Jan	Apr	Jun	<b>Conventions of Standard English</b>		
✓	✓	✓	✓	L.1.1	<b>I can show that I know how to use words correctly when I write and speak.</b>	<b>B</b>
✓	✓			L.1.1.A	<i>I can print all uppercase and lowercase letters.</i>	B
	✓			L.1.1.B	<i>I can use different types of nouns (common, proper, possessive).</i>	B
	✓	✓	✓	L.1.1.C	<i>I can use singular and plural nouns that match the verb.</i>	B
	✓	✓		L.1.1.D	<i>I can use pronouns (e.g., I, me, my; they, them, their, anyone, everything).</i>	E
	✓	✓			<i>I can use pronouns (e.g., yo, me, mi, mío, alguien) and recognize the formal use between tu / usted).</i>	S
	✓	✓	✓	L.1.1.E	<i>I can use verbs to show past, present, and future.</i>	B
		✓	✓	L.1.1.F	<i>I can use adjectives (describing words).</i>	E
		✓	✓		<i>I can use adjectives (describing words) paying attention to the number and gender agreement with the noun.</i>	S
		✓	✓	L.1.1.G	<i>I can use conjunctions (connecting words) (e.g., y, pero, o, así que, porque).</i>	B
	✓	✓		L.1.1.H	<i>I can use determiners (identifying words - a, an, the, some, many, each)</i>	E
					<i>I can use determiners como los artículos o demonstrative pronouns, identifying the relationship between gender and number agreement (e.g., los libros, esos libros; las niñas, aquellas niñas).</i>	S
	✓	✓	✓	L.1.1.I	<i>I can use prepositions (position words).</i>	B
		✓	✓	L.1.1.J	<i>I can use various types of sentences.</i>	B
✓	✓	✓	✓	L.1.2	<b>I can show that I know how to capitalize, punctuate and spell sentences correctly.</b>	<b>B</b>
✓	✓			L.1.2.A	<i>I can capitalize dates and names of people.</i>	B
✓	✓			L.1.2.B	<i>I can use end punctuation.</i>	B
	✓	✓		L.1.2.C	<i>I can use commas in dates and to separate words in a series.</i>	B
✓	✓	✓		L.1.2.D	<i>I can spell first grade words phonetically.</i>	B
		✓	✓	L.1.2.E	<i>I can spell untaught first grade words phonetically.</i>	B



Nov	Jan	Apr	Jun	<b>Vocabulary Acquisition</b>		
✓	✓	✓	✓	<b>L.1.4</b>	<b>I can figure out what words mean by using the strategies I know and thinking about what I have read.</b>	<b>B</b>
	✓	✓		<i>L.1.4.A</i>	<i>I can use context clues to figure out word meanings.</i>	<i>B</i>
		✓	✓	<i>L.1.4.B</i>	<i>I can use prefixes and/or suffixes to figure out word meanings.</i>	<i>B</i>
		✓	✓	<i>L.1.4.C</i>	<i>I can identify inflectional forms of a root word (look - looks, looked, looking).</i>	<i>B</i>
	✓	✓	✓	<b>L.1.5</b>	<b>I can figure out how words are related and how their meaning might be alike.</b>	<b>B</b>
	✓	✓	✓	<b>L.1.5</b>	<b>I can figure out how words are related and how their meaning might be alike.</b>	<i>B</i>
	✓	✓	✓	<i>L.1.5.A</i>	<i>I can sort words into categories and explain what the category represents.</i>	<i>B</i>
		✓	✓	<i>L.1.5.B</i>	<i>I can define a word by its category and an attribute.</i>	<i>B</i>
		✓	✓	<i>L.1.5.C</i>	<i>I can identify a real-life application of a word.</i>	<i>B</i>
		✓	✓	<i>L.1.5.D</i>	<i>I can distinguish shades of meaning among verbs &amp; adjectives by defining, choosing or acting them out.</i>	<b>B</b>
		✓	✓	<b>L.1.6</b>	<b>I can use words and phrases that I learn through listening and reading.</b>	<b>B</b>

**Language** [continua arriba]



## Key Idea ELD *English Language Development for ESL students only*

There are many things you can do at home to help student's develop the skills they will need in order to be successful in English. English Language Development does not depend on speaking English. Students who are read to at home in their native language (whether it be Spanish, Chinese, Russian, etc...) are learning valuable skills that support English proficiency. Students not only listen as you read and speak, but they respond by asking and answering questions.

Nov	Jan	Apr	Jun	<b>Linguistic Structures</b> - Uses accurate word meaning in correct sentence form at proficiency level.	
✓	✓			ELP.9	<i>I can create clear and coherent grade-appropriate speech &amp; text.</i>
✓	✓			ELP.10	<i>I can make accurate use of standard English to communicate in grade-appropriate speech and writing.</i>
				<b>Receptive Modalities</b> - Listens, reads and/or views and then demonstrates the meaning at proficiency level.	
✓	✓			ELP.1	<i>I can make meaning from oral presentations, read-alouds of stories and informational text with prompting and support.</i>
✓	✓			ELP.8	<i>I can figure out the meaning or words and phrases in oral presentations, stories and informational text.</i>
				<b>Productive Modalities</b> - Completes an oral or written task to show understanding of what was heard at proficiency level.	
		✓	✓	ELP.3	<i>I can speak and write about grade-appropriate read-alouds of stories and informational texts and topics.</i>
		✓	✓	ELP.4	<i>I can make grade-appropriate oral or written/picture claims and support them with reasoning and evidence.</i>
				ELP.7	<i>I can adapt language choices to purpose, task and audience when speaking.</i>
Nov	Jan	Apr	Jun	<b>Interactive Modalities</b> - Speak and listen, read and write, to collaborate and share information at proficiency level.	
		✓	✓	ELP.2	<i>I can participate in oral exchanges of information, ideas responding to peers or reader comments or questions.</i>
		✓	✓	ELP.5	<i>I can with prompting and support participate in research projects with my classmates and communicate findings to answer questions or summarize information.</i>
		✓	✓	ELP.6	<i>I can analyze and critique the arguments of others orally.</i>



## Key Idea Math:

One of the most important outcomes in math in first grade is adding with a sum of 20 or less and subtracting from a number 20 or less. Another important goal is adding with a sum of 100 or less but this means your child will rely on understanding what the digits mean in a number such as 63 (six tens and 3 ones). Help your child solve word problems by adding to, taking from, putting together, taking apart and comparing (five apples are on the table. I ate some apples. Then there were three apples. How many did I eat?)

Nov	Jan	Apr	Jun	<b>Operations and Algebraic Thinking</b>	
✓	✓	✓	✓	<b>1.OA.A.1 - A.2</b>	<b>I can write and solve problems using addition and subtraction within 20.</b>
✓	✓	✓	✓	1.OA.A.1	<i>I can use different strategies to solve word problems involving adding and subtracting within 20.</i>
			✓	1.OA.A.2	<i>I can solve word problems with 3 numbers whose sum is less than or equal to 20.</i>
	✓	✓	✓	<b>1.OA.B.3 - B.4</b>	<b>I can understand and use what I know about addition and subtraction.</b>
	✓	✓		1.OA.B.3	<i>I know that numbers can be added in any order.</i>
	✓	✓	✓	1.OA.B.4	<i>I can use addition to help me subtract when I need to.</i>
✓	✓	✓	✓	1.OA.C.5 -C.6	<i>I can add and subtract any numbers from 0-20.</i>
✓	✓			1.OA.C.5	<i>I can count up to add or countdown to subtract.</i>
✓	✓	✓	✓	1.OA.C.6	<i>I can use many different strategies to add and subtract within 20. I can quickly add and subtract numbers to 20.</i>
	✓	✓	✓	<b>1.OA.D.7- D.8</b>	<b>I can work with addition and subtraction number sentences.</b>
	✓	✓	✓	1.OA.D.7	<i>I can tell if an equation is true or false. I understand the meaning of the equal sign.</i>
	✓		✓	1.OA.D.8	<i>I can find a missing number in an equation.</i>
Nov	Jan	Apr	Jun	<b>Numbers and Operations in Base Ten</b>	
✓	✓	✓	✓	<b>1.NBT.A.1</b>	<b>I can count to 120 starting at any number and read and write up to 120.</b>
✓	✓	✓	✓	<b>1.NBT.B.2- B.3</b>	<b>I can understand place value.</b>
	✓		✓	1.NBT.B.2	<i>I can tell how many tens and ones there are in any number up to 99.</i>
	✓		✓	1.NBT.B.2.A	<i>I can show that I know what a "ten" is.</i>
✓				1.NBT.B.2.B	<i>I can show that any number between 11 and 19 is a group of "ten" and a certain number of ones.</i>
	✓		✓	1.NBT.B.2.C	<i>I can show that I understand the numbers I use when I count by tens, have certain number of tens and 0 ones.</i>
✓	✓	✓	✓	1.NBT.B.3	<i>I can tell which number is larger up to 99 by looking at the tens and ones and record using &gt;, &lt;, =.</i>

			✓	1.NBT.C.4- C.6	<b>I can use what I know about place value to help me add and subtract.</b>
			✓	1.NBT.C.4a	<i>I can add a two-digit number and a one-digit number and explain how I did it.</i>
			✓	1.NBT.C.4b	<i>I can add a two-digit number and a multiple of 10 and explain how I did it.</i>
			✓	1.NBT.C.5	<i>I can say what 10 more or 10 less than a number is without counting and explain my answer.</i>
			✓	1.NBT.C.6	<i>I can subtract 10s from any number less than 99 using base ten blocks or strategies and explain how I got my answer.</i>
Nov	Jan	Apr	Jun	<b>Measurement and Data</b>	
	✓	✓		1.MD.A.1- A.2	<b>I can understand lengths.</b>
	✓	✓		1.MD.A.1	<i>I can order three objects by length and compare their lengths by using a third object.</i>
	✓	✓		1.MD.A.2	<i>I can measure the length of an object using a smaller object and tell the length of the object using whole numbers.</i>
	✓		✓	1.MD.B.3	<i>I can tell time in hours and half hours using an analog and digital clock.</i>
✓	✓	✓		1.MD.C.4	<i>I can use charts and graphs to look at data with up to 3 categories.</i>
Nov	Jan	Apr	Jun	<b>Geometry</b>	
				1.G.A.1 - A.3	<b>I can understand shapes better by using what I notice about them.</b>
		✓		1.G.A.1	<i>I can build and draw shapes that have certain parts.</i>
		✓	✓	1.G.A.2	<i>I can create two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles).</i>
		✓	✓	1.G.A.2	<i>I can create three-dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders).</i>
			✓	1.G.A.2	<i>I can use two- and three-dimensional shapes to create new shapes.</i>
			✓	1.G.A.3	<i>I can understand that "halves" means two equal parts and "fourths" or "quarters" means four equal parts.</i>
			✓	1.G.A.3	<i>I can break circles and rectangles into equal parts and use the words whole, halves, fourths, and quarters to talk about them.</i>
			✓	1.G.A.3	<i>I can show how making more equal shares creates smaller shares (or sizes).</i>

**Math** [continues above]



## Key Idea Science:

Science is a hands-on and investigative activity/task in first grade. Students learn about science when they read Informational Text. Explore with your child at home. Use your child's natural curiosity about their world to increase their knowledge about their world (plants, animals, dinosaurs and the planet). Enjoying reading "real life" books and watching the discovery channel together.

### I Can...

- I can investigate how vibrating objects make sound and how sounds can make objects vibrate.
- I can explain why objects can only be seen in the dark if they are illuminated.
- I can explain effects on objects made of different materials in the path of a beam of light.
- I can build a device to communicate over distance using light and sound.
- Compare and contrast physical properties of objects.
- Describe the motion of objects when a force is applied.
- I can learn how animals/plants use external parts to solve a human problem.
- I can learn patterns of parents /offspring that help offspring survive.
- I can explain how young plants/animals are like and not like parents.
- Identify and use tools to make careful observations and answer questions about the natural world.
- I can record observations with pictures, numbers, or statements.
- I can describe why recording observations is important in science.
- I can observe the sun, moon, and stars to describe patterns that can be predicted.
- I can observe patterns of daylight in different times of the year.
- I can examine characteristics and physical properties of Earth materials.
- I can investigate how simple problems can be solved with a new object or tool.
- I can draw an object's shape to show why it works as a tool.
- I can compare two objects for strengths and weakness designed to fix the same problem.
- I can identify basic tools used in engineering design.
- I can demonstrate that designed structures have parts that work together to perform a function.
- I can show how tools are used to complete tasks every day.



## Key Idea Social Studies:

First graders explore their nearby community with their parents naturally. Take your child to museums, parks, community events, the library, fire department and the zoo! Everywhere you go is a learning experience for your first grader about their community.

### I Can...

- I can describe how people live in the community.
- I can compare how people lived in the past and present.
- I can identify American songs and symbols.
- I can identify people/events in national celebrations and holidays.
- I can sequentially order past events using terms related to time.
- I can tell how clocks and calendars are used to measure time.
- I can make a simple timeline of important events.
- I can identify/compare historical fact/fiction in folktales/legends.
- I can describe the ways people celebrate their cultural heritages.
- I can locate and identify important places in the community.
- I can explain how seasons influence activities in school and the community.
- I can give examples of local natural resources and how people use them.

## **Social studies [continues]**

- I can describe the responsibilities of leaders.
- I can describe the responsibilities of team members.
- I can demonstrate how to be a leader and team member.
- I can identify the United States and Oregon flags and other symbols.
- I can identify and describe significant holidays.
- I can explain how saving and spending can be used to meet a financial goal.
- I can identify sources of income (e.g., gifts, borrowing, allowance, and work wages).
- I can identify the relationship between cause and effect.
- I can identify an issue or problem that can be studied.



## **Key Idea Health Skills:**

Staying safe is a big part of health education for first graders. Discuss healthy choices in food, friends, activities and personal health care.

### **I Can...**

- I can identify that tobacco, alcohol and secondhand smoke is harmful to one's health.
- I can describe how to appropriately use over-the-counter medicine.
- I can identify who is in charge of giving medicine at home and school.
- I can explain ways to prevent getting sick.
- I can demonstrate strategies for personal health care.
- I can choose foods from all food groups at home and school.
- I can explain the difference between appropriate and inappropriate touch.
- I can practice and use refusal skills if someone is touching me inappropriately.
- I can explain why bullying and teasing are inappropriate behavior.
- I can identify trusted adults that I can tell if feeling uncomfortable with someone's behavior.



## **Key Idea Physical Education:**

First grade students participate in a regular physical activity program. They improve their movement effectiveness and safety. In PE students learn about a sense of community and work effectively with others in physical activity settings. First graders have frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations. They learn fundamental movement skills and skill combinations (jumping, hopping, etc...).

### **I Can...**

- I can demonstrate mature forms of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control. (K-2)
- I can balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts. (K-2)
- I can demonstrate some critical elements in manipulative skills: throw, catch, kick and strike. (K-5)
- I can exhibit responsible personal and social behavior that respects self and others in physical activity settings. (K-6)
- I can identify changes in my body during moderate to vigorous exercise. (K-6)
- I can identify positive ways to resolve conflict. (K-6)



## Key Idea Music:

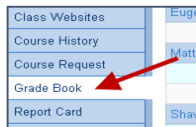
Students in first grade use a variety of classroom instruments and learn words that describe music. They begin to look for patterns in music. They begin to use notation for simple rhythms. At home, practice identifying one or two syllable words with your first grader and clap the word's rhythm.

### I Can...

- I can use notation for quarter notes, beamed eighth notes and quarter rest (Rhythm)
- I can experience so, mi and la (Melody)
- I can perform melody alone with a variety of accompaniments (Harmony/Texture)
- I can explore and differentiate between A and B sections in AB and ABA forms (Form)
- I can identify singing voices and percussion instruments (Tone Color)
- I can explore different tempi and dynamics (Expression)
- I can create rhythm patterns (Create, Arrange, Improvise)
- I can identify words that describe music (Evaluate)
- I can tell how music is a part of life (History and Culture)

## VIEWING ELEMENTARY GRADE BOOK

After logging in to ParentVUE, click on Grade Book in the menu.



The Grade Book Summary will display for the selected Semester. Click on any subject area in the Grade Book Summary.

Teacher	Subject Area
Eugene	Physical Education
Matthew	Mathematics

Assignment View shows assignment information for the selected subject. Change the dropdown to ALL for a quick way to see all assignments, especially any missing, late or incomplete assignments.

Teacher	Date	Assignment
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Select Standards View. Standards View will display all the assessed clusters with the overall mark and the assignments mapped to those clusters. The clusters make up the different sections of the report card.

Standard	Mark
Vocabulary Acquisition / Adquisición de vocabulario	
Performing and Responding / Desempeñando y respondiendo	
Geometry / Geometría	M
1-1 CFA	M
1-10 Path Area/Perimeter	M
Ratios and Proportional Relationships / Razones y relaciones proporcionales	M

## INTERNET SITES

Oregon Department of Education:

<http://www.ode.state.or.us/home/>

Hillsboro School District

<http://www.hsd.k12.or.us/>

Common Core State Initiatives

<http://www.corestandards.org/>

Smarter Balanced Assessment

<http://www.smarterbalanced.org/>

Hillsboro City Public Library

<http://www.hillsboro-oregon.gov/index.aspx?page=89>