VERONA PUBLIC SCHOOLS
GRADE 1 REPORT CARD

REPORTING KEY FOR ACADEMIC DEVELOPMENT

4: Exceeding Learning Standards: Student performance demonstrates an understanding of the knowledge and skills beyond grade level expectations and consistently shows evidence of higher level thinking. *A "4" indicates unusually high achievement.*

3: Meeting Learning Standards: Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.

2: Approaching Learning Standards: Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.

1: Not Meeting Learning Standards: Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.

*: Learning Standard Not Addressed in This Marking Period

Student:	
Teacher:	
School:	
Academic Year:	

ATTENDANCE	MP1	MP2	MP3
Present			
Absent			
Tardy			

LANGUAGE ARTS			
READING	MP1	MP2	MP3
Understanding your chld's reading level		See page 3	
Knows and applies phonics and word attack skills to decode words			
Recognizes high frequency words			
Demonstrates literal comprehension			
Demonstrates inferential comprehension			
Reads fluently			
Reads with expression			
Demonstrates reading stamina with "just right" books			

WRITING	MP1	MP2	MP3
Generates ideas			
Demonstrates writing stamina			
Organizes ideas			
Uses developmentally appropriate spelling			
Applies mechanics			

MATHEMATICS			
Operations and Algebraic Thinking	MP1	MP2	MP3
Represents and solves problems involving addition and subtraction			
Understands and applies properties of operations and the relationship between addition and subtraction			
Adds and subtracts within 20			
Works with addition and subtraction equations			
Number and Operations in Base Ten			
Extends the counting sequence			
Understands place value			
Uses place value understanding and properties of operations to add and subtract			
Measurement and Data			
Measures lengths indirectly using nonstandard units			
Tells and writes time to the hour and half hour			
Represents and interprets data			
Geometry			
Reasons with shapes and their attributes			

SCIENCE	MP1	MP2	MP3
Demonstrates understandings of concepts, content, and vocabulary			
Displays curiosity about objects, investigations, and concepts			
Actively participates in discussions and activities			

SOCIAL STUDIES	MP1	MP2	MP3
Demonstrates understandings of concepts, content, and vocabulary			
Interprets maps, globes, charts, and graphs			
Actively participates in discussions and activities			

PHYSICAL EDUCATION	MP1	MP2	MP3
Skill development			
Sportsmanship			
Observes rules and routines			
Participation and effort			

ART	MP1	MP2	MP3
Skill development			
Observes rules and routines			
Participation and effort			

MUSIC	MP1	MP2	MP3
Skill development			
Observes rules and routines			
Participation and effort			

LIBRARY	MP1	MP2	MP3
Skill development			
Observes rules and routines			
Participation and effort			

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BEHAVIORAL KEY
Attained (A): Consistently meets expectations
Progressing (P): Sometimes meets expectations
Needs Improvement (N): Not meeting expectations

SOCIAL DEVELOPMENT AND LEARNING HABITS	MP1	MP2	MP3
Exercises self-control			
Respects others			
Listens attentively			
Follows directions			
Stays on task			
Works cooperatively			
Submits homework on time			
Manages time effectively			
Organizes materials			
Observes rules and routines			
Organizes and communicates thoughts clearly			
Participates in discussions and activities			

MARKING PERIOD 2 COMMENTS	MARKING PERIOD 3 COMMENTS

(Student's first and last name_____) will be assigned to grade _____ for the school year _____.

Understanding your child's reading level

The Reading Process
Reading is a 'self-extending" process. As we apply strategies to meet challenges to our comprehension and fluency, we extend and refine our ability to read. However, we must work with texts that are within our ability level. If the text is too hard, the process breaks down and comprehension is lost. The struggling reader cannot perform effectively, and reading is short-circuited.

The Fountas and Pinnell Reading Levels
Leading reading experts, Fountas and Pinnell, developed a leveling system that organized books according to a specific set of characteristics to help teachers instruct students with appropriate texts. Books at a particular level share similar characteristics and are similar to one another in terms of difficulty. This system is often referred to as the "Fountas and Pinnell Reading levels." At each level, there is a cluster of characteristics that helps teachers teach to the text and address challenges encountered by the reader. Characteristics include print features, vocabulary, sentence complexity, text structure, content, language features, literary features, themes and ideas. The Fountas and Pinnell Reading levels are organized from A-Z, which classify the text from easy to hard.

A list of specific text characteristics associated with each level can be found here.

Determining a students' reading level
It is important to note that texts are leveled, not students. Students will continually demonstrate growth with reading and the Fountas and Pinnell reading level associated with the student will change accordingly. A variety of reading assessments help to determine the reading level at which they are currently receiving instruction and the level at which they can read independently (Independent level vs. instructional level- see below). These assessments include, but are not limited to, the Developmental Reading Assessment (DRA) and running records.

A list of typical reading behaviors associated with each reading level can be found here.
A chart of parent tips to help your child at each level can be found here.

Instructional level vs. Independent level
Teachers work with students at two separate reading levels. One is a student's "instructional reading level"; that is, the level that a student can read with instructional support. The "independent reading level" is one at which the student can read without teacher support. On average, a student's independent reading level will be one or two levels lower.

	MP1	MP2	MP3
Your child's Instructional Reading level:			
Your child's Independent Reading level:			

Grade level expectations
Literary experts have aligned the Fountas and Pinnell reading levels to approximate grade levels. Referred to as the "Fountas and Pinnell progress monitoring chart," the chart is organized by grade level and states the expected grade level reading performance for each month of the school year (September –June). The months in which report cards are issued are highlighted in yellow (December, March, and June). If the student's instructional level matches the indicated level on the progress monitoring chart at the particular point in time, the student can be considered to be reading on grade level. If the student's level is higher, then the student can be considered to be reading above grade level.

Fountas and Pinnell Instructional Reading Level Expectations

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Kindergarten	---	A	B	B	C	C	C	D	D	D
Grade One	D	E	F	F	G	H	H	I	J	J
Grade Two	J	K	K	K	L	L	L	M	M	M
Grade Three	M	N	N	N	O	O	O	P	P	P
Grade Four	P	Q	Q	Q	R	R	R	S	S	S

The above information was adapted from the Guided Readers and Writers: Teaching Comprehension, Genre, and Content Literacy by Fountas and Pinnell