SOUTH HARRISON ELEMENTARY SCHOOL DISTRICT

Committed to Excellence

Parent Information Guide for Standards Based Report Cards

First Grade
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Introduction

In the 2014 –15 the South Harrison School District will use standards based reports (SBR) to report student achievement for students in kindergarten, grade one and two. The transition to a standards-based report card is the result of a concentrated effort to communicate what students are expected to know and be able to do throughout the year as described in the Common Core State Standards adopted by New Jersey in 2010.

The format of the SBR report card will identify the group of standards in each grade-level content area and document how students are progressing towards achievement of curricular and benchmark goals over the course of the school year. SBG benefits students, teachers, parents and guardians by creating a common language for discussion as well as establishing expectations of student development in academic and non-academic areas.

We look forward to working together to provide your child with the knowledge and tools to be successful and to reach his or her fullest potential. In addition during the 2014-2015 school year, it is the intention of the SHSD to move away from quarterly reporting and toward a trimester reporting period (3 times per year - Grades K-6) to allow more time to adequately assess and report student learning and student needs.

All SBR report cards will include specific clusters of standards in literacy and mathematics. They will provide an overview of the standards relating to the knowledge and skills your child should meet by the end of the year. The following scale will be used to reflect your child’s progress toward meeting each cluster of standards.

The Standards-Based Reporting Scale is as follows:

- **E—Exceeding** grade level Cluster of Standards
- **3 - Meeting** the grade level Cluster of Standards
- **2 - Approaching** the grade level Cluster of Standards
- **1 - Not yet Meeting** the grade level Cluster of Standards
- **NE** Grade level Cluster of Standards have not yet been evaluated within this grading period
You may also see the following letters on your child’s report card:

- **M** - Grade level Cluster of Standards have been modified for students with an IEP.

In addition, do not be alarmed if your child receives performance indicators of 2 or 1 for the first trimester. In most cases, minimal and developing understanding and demonstration of the skills is exactly the level of mastery that students should have at this time of year. Your child’s teacher will communicate to you if there are specific areas of concern. By the end of the year, we expect students to receive performance indicators of 3 (The student has met the grade level learning standards in this cluster) or in a few instances an E (The student has exceeded all grade level learning standards in this cluster).

The standards-based scale is not a linear scale that correlates to a numerical percentage such as an A or B. Instead, it is progressive and allows students to think of their learning on a growing continuum.

Additional information regarding South Harrison standards-based report card can be found on the South Harrison School website at [www.southharrison.k12.nj.us](http://www.southharrison.k12.nj.us).

If you have any additional questions, you can contact your child’s teacher or the school officials below:

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<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
<th>Standard Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong></td>
<td>Exceeds Cluster of Standards</td>
<td>The student has <strong>exceeded</strong> all grade level learning standards in this cluster as determined by formal, informal, oral and/or written assessments, and teacher observation. The student has <strong>mastered all</strong> grade level standards in a cluster and demonstrated proficiency of at least one standard in a cluster at the grade level above.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Meets</strong> Cluster of Standards</td>
<td>The student has <strong>met</strong> the grade level learning standards in this cluster as determined by formal, informal, oral and/or written assessments, and teacher observation. The student has <strong>mastered all</strong> standards in the cluster.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Approaching</strong> Cluster of Standards</td>
<td>The student is <strong>approaching</strong> the grade level learning standards in this cluster as determined by formal, informal, oral and/or written assessments, and teacher observation. <em>This mark will be used more frequently throughout the school year as a student progresses toward meeting end-of-year expectations.</em> The student has <strong>mastered at least one</strong> of the end-of-year standards in the cluster OR has mastered one or more standards according to the Reading text-level benchmark calendar.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Cluster of Standards <strong>Not Met</strong></td>
<td>The student has <strong>not met</strong> the grade level learning standards in this area as determined by formal, informal, oral and/or written assessments, and teacher observation. The student has <strong>not mastered</strong> any standards in the cluster.</td>
</tr>
<tr>
<td>NE</td>
<td>Cluster of Standards <strong>Not Evaluated</strong></td>
<td>The teacher has <strong>not yet evaluated</strong> the standards within a given cluster or measured student progress toward meeting the standard.</td>
</tr>
</tbody>
</table>
Strand 1: Reading Literature (RL)

Cluster 1: Reads literature using Key Ideas and Details

Standards addressed in this cluster:

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell familiar stories, including key details.
- RL.1.3. Describe characters, settings, and major events in a story

Cluster 2: Reads literature using Craft and Structure

Standards addressed in this cluster:

- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.

Cluster 3: Reads literature integrating Knowledge and Ideas

Standards addressed in this cluster:

- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Cluster 4: Reads literature integrating Knowledge and Ideas

Standards addressed in this cluster:

- RL.1.7. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<table>
<thead>
<tr>
<th>Cluster 4: Reads informational text using key ideas and details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards addressed in this cluster:</td>
</tr>
<tr>
<td>• RI.1.1. Ask and answer questions about key details in a text.</td>
</tr>
<tr>
<td>• RI.1.2. Identify the main topic and retell key details of a text.</td>
</tr>
<tr>
<td>• RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cluster 5: Reads informational text identifying craft and structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards addressed in this cluster:</td>
</tr>
<tr>
<td>• RI.1.4. Ask and answer questions to help determine or clarify the meaning or words and phrases in a text.</td>
</tr>
<tr>
<td>• RI.1.5. Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</td>
</tr>
<tr>
<td>• RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cluster 6: Reads informational text integrating knowledge and ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards addressed in this cluster:</td>
</tr>
<tr>
<td>• RI.1.7. Use illustrations and details in text to describe its key ideas.</td>
</tr>
<tr>
<td>• RI.1.8. Identify the reasons an author gives to support points in a text.</td>
</tr>
<tr>
<td>• RI.1.9. Identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, or procedures).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cluster 7: Reads and comprehends literature at various levels of text complexities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards addressed in this cluster:</td>
</tr>
<tr>
<td>• RI.1.10. With prompting ad support, read informational texts appropriately complex for grade 1.</td>
</tr>
<tr>
<td>Strand 3: Foundational Skills</td>
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<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Cluster 8: Demonstrates foundational skills through concepts of print</strong></td>
</tr>
<tr>
<td>Standards addressed in this cluster:</td>
</tr>
<tr>
<td>- RF.1.1. Demonstrate an understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</td>
</tr>
<tr>
<td><strong>Cluster 9: Demonstrates foundational skills through the application of phonological awareness</strong></td>
</tr>
<tr>
<td>Standards addressed in this cluster:</td>
</tr>
<tr>
<td>- RF.1.2. Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>- Distinguish long form short vowel sounds in spoken single-syllable words.</td>
</tr>
<tr>
<td>- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
</tr>
<tr>
<td>- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
</tr>
<tr>
<td>- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</td>
</tr>
<tr>
<td><strong>Cluster 10: Demonstrates foundational skills by applying phonics and word recognition</strong></td>
</tr>
<tr>
<td>Standards addressed in this cluster:</td>
</tr>
<tr>
<td>- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</td>
</tr>
<tr>
<td>- Know the spelling-sound correspondences for common consonant digraphs.</td>
</tr>
<tr>
<td>- Decode regularly spelled one-syllable words.</td>
</tr>
<tr>
<td>- Know final –e and common vowel team conventions for representing long vowel sounds.</td>
</tr>
<tr>
<td>- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</td>
</tr>
<tr>
<td>- Decode two-syllable words following basic patterns by breaking the words into syllables</td>
</tr>
<tr>
<td>- Read words with inflectional endings.</td>
</tr>
<tr>
<td>- Recognize and read grade appropriate irregularly spelled words.</td>
</tr>
<tr>
<td><strong>Cluster 11: Demonstrates foundational skills with sufficient accuracy and fluency in grade level text</strong></td>
</tr>
<tr>
<td>Standards addressed in this cluster:</td>
</tr>
<tr>
<td>- RF.1.4. Read with sufficient accuracy and fluency to support comprehension</td>
</tr>
<tr>
<td>- Read on-level text with purpose and understanding</td>
</tr>
<tr>
<td>- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings</td>
</tr>
<tr>
<td>- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
</tr>
</tbody>
</table>
**Strand 4: Writing**

**Writing Cluster 1: Uses text types for various purposes to compose a written piece**

**Standards addressed in this cluster:**

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events. Include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Writing Cluster 2: Produces and shares multiple writing pieces through a variety of digital tools**

**Standards addressed in this cluster:**

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers. And add details to strengthen writing as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Writing Strand 3: Collects research to build and present knowledge through various written pieces**

**Standards addressed in this cluster:**

- W.1.7. Participate in shared research and writing projects (e.g. explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
<table>
<thead>
<tr>
<th>Strand 5: Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking and Listening Cluster 1:</strong> Uses speaking and listening skills to comprehend and collaborate with others</td>
</tr>
<tr>
<td><strong>Standards addressed in this cluster:</strong></td>
</tr>
<tr>
<td>- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td>
</tr>
<tr>
<td>- Build on others talk in conversation by responding to the comments of others through multiple exchanges.</td>
</tr>
<tr>
<td>- Ask questions to clear up any confusion about the topics and texts under discussion.</td>
</tr>
<tr>
<td>- SL.1.2. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
</tr>
<tr>
<td>- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
</tr>
<tr>
<td><strong>Speaking and Listening Cluster 2:</strong> Uses speaking and listening skills to present knowledge and ideas</td>
</tr>
<tr>
<td><strong>Standards addressed in this cluster:</strong></td>
</tr>
<tr>
<td>- SL.1.4. Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
</tr>
<tr>
<td>- SL.1.5. Add drawings or other visual displays where appropriate to clarify ideas, thoughts, and feelings.</td>
</tr>
<tr>
<td>- SL.1.6. Produce complete sentences when appropriate to task and situation.</td>
</tr>
</tbody>
</table>
**Strand 6: Language**

**Language Cluster 1: Demonstrates understanding of conventions in standard English grammar when writing and speaking**

**Standards addressed in this cluster:**

- L.1.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - Prints all upper- and lowercase letters.
  - Use common, proper, and possessive nouns. Uses singular and plural nouns when matching verbs in basic sentences (e.g., He hops; We hop).
  - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  - Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  - Use frequently occurring adjectives.
  - Use frequently occurring conjunctions (e.g., and, but, or, so, because).
  - Use determiners (e.g., articles, demonstratives).
  - Use frequently occurring prepositions (e.g., during, beyond, toward).
  - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- L.1.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - Capitalize dates and names of people.
  - Use end punctuation for sentences.
  - Uses commas in dates and to separate single words in a series.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Language Cluster 2: Acquire and use grade appropriate vocabulary and phrases**

**Standards addressed in this cluster:**

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly form an array of strategies.
  - Use sentence level context as a clue to meaning of a word or phrase.
  - Use frequently occurring affixes as a clue to the meaning of a word.
  - Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).

- L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - Sort into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- Identify real life connections between words and their use (e.g., note places at home that are *cozy*).
- Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to text, including frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Niblet because she nibbles too much because she likes that*).
Reading Level: Reading Levels are reported using assessments from the Fountas and Pinnell Leveling system. Students “reading” in Grades k, 1 and 2 are expected to move through a number of levels as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Entering Grade</th>
<th>Exiting grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K:</td>
<td>Level A</td>
<td>Level D</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Level D/E</td>
<td>Level J</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Level J/K</td>
<td>Level M</td>
</tr>
</tbody>
</table>

A description of texts in each of the levels in the Fountas and Pinnell system is enclosed on the following pages.

Fountas & Pinnell Text Level Descriptions

A
- One line of text (focus on print, directionality); Large spaces between words
- Sentence structure is similar to students’ language; Repeated pattern
- Includes basic sight words
- Punctuation includes periods, question marks, and exclamation marks
- Pictures are highly supportive
- Topics are familiar to children
- Focus on a single idea

B
- Two lines of text (return sweep); Large spaces between words
- Sentences increase in length; Sentence structure is similar to students’ language
- Repeated words or pattern
- Includes more basic sight words
- Includes some word endings (e.g., s, ed, ing)
- Punctuation includes periods, question marks, exclamation marks, & some commas
- Simple dialogue
- Pictures are highly supportive
- Topics are familiar to children
- Focus on a single idea
- Setting is present, but seldom a plot

C
- Increased number of words and lines of text; Large spaces between words
- Sentences increase in length and may include some embedded clauses
- Sentence structure is similar to students’ language
- Some books have repeated words or pattern
- Most books are about eight pages
- Pictures are highly supportive
- Includes more basic sight words and some compound words
- Includes word endings (e.g., s, ed, ing)
- Opportunities for decoding simple words
- Punctuation includes periods, question marks, exclamation marks, and commas
- Dialogue is frequently included
- Topics are familiar to children, esp. experiential books [events of everyday life]
- Characters and story plots are straightforward
| | Longer, more complex stories  
| - | Some compound sentences conjoined by “and”  
| - | Simple plot but may include several elaborate episodes  
| - | Topics are familiar, but may include abstract or unfamiliar ideas  
| - | Text layout is easy to follow, but font size may vary  
| - | Texts range from ten to twenty pages  
| - | Pictures begin to extend meaning of text  
| - | New punctuation may be included (i.e., dashes, ellipses)  
| - | Larger number of high frequency words/greater variety  
| - | Includes more word endings, compound words, and multi-syllable words  
| - | More opportunities for decoding words with familiar patterns  
| | Sentences include more embedded phrases and clauses  
| - | More variety in language including some literary language  
| - | Topics range beyond the familiar  
| - | Genres include realistic fiction, fantasy, and nonfiction (simple informational books)  
| - | Font size may vary; Increased number of words and lines of print  
| - | Texts range from ten to twenty pages  
| - | Text structure is more complex, often with several simple episodes  
| - | More characters, but not very developed  
| - | Moderate picture support  
| - | Greater variety of high frequency words  
| - | Frequent dialogue and full range of punctuation  
| - | More multi-syllable words and less common spelling patterns  
| | Language reflects patterns that are more characteristic of written language than spoken language  
| - | Concepts are more distant from local knowledge or the everyday world  
| - | Some texts have abstract ideas which require discussion  
| - | Themes emerge  
| - | Genres include realistic fiction, human and animal fantasy, simple folktales, and nonfiction (informational texts)  
| - | Text range from ten to thirty pages  
| - | Full range of punctuation to enhance meaning  
| - | Longer texts may have longer sentences and/or more lines of text per page and shorter texts may have unusual language patterns or technical words  
| - | Greater variety in vocabulary  
| | Sentences are longer with many embedded clauses  
| - | Several high frequency words which increase in difficulty  
| - | Large number of decodable words with regular and irregular patterns  
| - | Several episodes with a variety of characters  
| - | Ideas and vocabulary are more challenging with some specialized vocabulary  
| - | Story line is carried by the text  
| - | Pictures support and extend meaning  
| - | Readers expected to remember information and action over a longer reading time  

Text Examples: Teddy Bear for Sale, Rabbit’s Party, Say It, Sign It
### Level H
- Language is not repetitious
- Full range of high frequency words
- Size and placement of print varies widely
- Some repeated episodes
- Content moves away from familiar experiences
- Genres include realistic fiction, fantasy, folktales, and nonfiction (informational texts)
- Characters tend to learn and change
- Picture support is used to enhance and extend meaning as well as arouse interest
- Story events require interpretation

**Text Examples:** Follow the Leader

### Level I
- Multiple episodes are highly elaborated
- Most text lengths are about the same as G and H (10-30 pages) but have smaller print size; Some longer texts thirty to forty pages; Some chapter-like books
- Texts use a great deal of dialogue
- Pictures enhance meaning but provide little support for precise word solving
- Complex word solving is required with multi-syllable words
- Paragraphs and sentences are longer
- Readers transition to texts that may call for sustaining interest and meaning over several reading periods
- Most books are narrative fiction and folktales with a plot and solution
- Informational books are shorter with more difficult content
- Characters and story events require interpretation

**Text Examples:** The Bunny Hop, The Dinosaur Who Lived in My Backyard

### Level J
- Stories have similar characteristics to level I but generally longer (over 50 pages)
- First chapter books
- Characters in series books will expand reading interest in reading, increasing the amount of time reading
- Large amount of dialogue
- Full range of punctuation within longer, more complex sentences with many adjectives and adverbs
- Texts have one main plot with several episodes over a period of time – chapter books may only cover a period of one day
- Requires more interpretation on the part of the reader
- Requires quick solving of new words, including three or four syllables.

**Text Examples:** Mouse Tales, Henry and Mudge in Puddle Trouble, Seeds

### Level K
- Includes longer, slightly more complex chapter books with more characters
- Books have one plot, but many episodes are carried over a period of time
- Shorter books have more difficult vocabulary (not often used in speech by children), challenging content, or more complex themes
- Genres include realistic fiction, fantasy, and nonfiction (informational texts)
- Some fables or legends and historical fiction may be included (not requiring extensive
• background knowledge to understand
• Large amount of dialogue used to determine what is going on in the plot
• Characters show various perspectives
• Illustrations are placed throughout the text and are used to enhance enjoyment and helps students visualize
• Readers explore the various connotations of words

*Text Examples: Nate the Great and the Tardy Tortoise, Frog and Toad are Friends, What Happens When You Recycle?

### L
Includes chapter books with fewer illustrations and complex picture books
- Texts contain many multi-syllable and technical words
- Words are used for a range of connotative meanings
- Print size is varied but often much smaller
- Most sentences end in the middle of lines and continue from one line to the next
- Includes a full range of genres from realistic fiction to biography
- More characters are speaking with dialogue not always assigned
- Plots and characters are more sophisticated
- Characters develop and change in response to events in the story
- Events in chapters build on each other requiring the reader to recall and keep track of information

*Text Examples: Pinky and Rex and the Spelling Bee, Horrible Harry in Room 2B, Looking at Insects

### M
- Chapter books are longer texts (60 - 100 pages) with short chapters and few pictures
- Informational books are shorter with new information and text features
- Includes a full range of genres with more biographies included
- Text has subtle meanings that require interpretation and background knowledge
- More complex and expanded plots
- More complex themes (i.e., respect for difference, loneliness, independence)
- Vocabulary may be introduced to create feeling or mood
- Writer’s style may be clearly marked by use of words, sentence structure, descriptions of characters, or humor

*Text Examples: Freckle Juice

### N
- Chapter books are usually one hundred or more pages with short chapters and memorable characters
- Nonfiction titles are generally shorter and may present social issues
- Topics of informational books and settings for narratives go well beyond readers’ personal experiences
- Complex picture books illustrate themes and build experience in character interpretation
- More demand on the reader to use a variety of strategies to understand plot, theme, and new vocabulary
- Writers use devices such as irony and whimsy to create interest and communicate the nature of characters


### O
- Multiple characters are developed through what they say, think, and do or what others say about them
- Characters deal with everyday experiences and more serious problems such as war or death
• Genres expand to include historical and science fiction
• Chapter books have between fifty and two hundred pages
• Text have few illustrations - usually black and white drawings or photographs
• Highly complex sentences employ a wide range of punctuation necessary for understanding the text

Text Examples: Beezus and Ramona, Night Crossing, Pippi Longstocking, The Secret Soldier: The Story of Deborah Sampson

P
• Wide variety of fiction and nonfiction
• Fiction texts include novels with longer chapters
• Characters are often concerned with issues related to growing up and family relationships
• Settings are very detailed
• Informational texts and biographies present complex ideas
• Topics may be unfamiliar
• Longer texts require readers to sustain interest and attention over several days
• Structural complexity, theme sophistication, and necessary background experience increases

Text Examples: Encyclopedia Brown, Fantastic Mr. Fox, George's Marvelous Medicine, Justin and the Best Biscuits in the World, Stone Fox, Thank You, Jackie Robinson, Wayside School

Q
• Wide variety of fiction and nonfiction
• Fiction texts include novels with longer chapters
• Characters are often concerned with issues related to growing up and family relationships
• Settings are very detailed
• Informational texts and biographies present complex ideas
• Topics may be unfamiliar
• Longer texts require readers to sustain interest and attention over several days
• More mature themes, focusing on problems of society as they affect children
• Texts contain difficult words to solve, often including words from other languages

Text Examples: James and the Giant Peach, Tales of a Fourth Grade Nothing

R
• Fiction and nonfiction texts represent a range of times in history
• Wider variety of texts
• Sophisticated vocabulary requires an understanding of connotative shadings of meaning
• Literary devices such as simile and metaphor require background knowledge
• Technical aspects of texts requires background knowledge
• Mature themes include family problems, war, and death
• Readers must connect concepts and themes to political and historical events or environmental information

Text Examples: Because of Winn-Dixie, Charlie and the Chocolate Factory, The Midnight Fox, Sadako and the Thousand Paper Cranes, Sarah, Plain and Tall, The Trouble With Tuck, Hatchet, Hello, My Name is Scrambled Eggs, Shiloh, Strider

S
• Complex ideas and information
• Includes a wide variety of topics and cultures
• Paragraphs and sentences are complex requiring rapid and fluent reading with attention to meaning
• Requires automatic assimilation of punctuation
• Chapter books include all genres with many works of historical fiction and biographies
• Texts present settings from that are distant from students’ own experiences
• Literary selections offer opportunities for readers to make connections with previously read texts as well as historical events
Text Examples: Matilda, A Taste of Blackberries, From the Mixed-Up Files of Mrs. Basil E. Frankenweiler, The Great Gilly Hopkins, Journey To Jo'burg: A South African Story, Trouble River, In the Year of the Boar and Jackie Robinson

T
• Include a variety of genres and text structures
• Chapter books are long, with few illustrations
• Readers need to recognize symbolism
• Texts contain many sophisticated, multi-syllable words that readers will need to analyze in terms of both literal and connotative meaning
• Readers need more prior knowledge of political and historical events and about the problems of different culture and racial groups
• Themes include growing up, demonstrating courage, and experiencing hardship and prejudice
Text Examples: Abel's Island, The Lion, the Witch and the Wardrobe, Sign of the Beaver, Bridge To Terabithia, Tracker, Sing Down the Moon

U
• Informational texts cover a wide range of topics and present specific technical information
• Illustrations require interpretation and connection to the text
• Narratives are complex with plots and subplots
• Texts have several different themes and characters
• Readers need to understand symbolism and themes which are more abstract
• Creative text formats are used
Text Examples: Julie of the Wolves, The Secret Garden, Wringer, Baseball in April, Nothing But the Truth, Number the Stars, The Watsons Go to Birmingham -1963

V
• Biographies go beyond simple narratives to provide significant amount of historical information and focus on harsh themes and difficult periods of history
• Science fiction presents sophisticated ideas and concepts
• Texts require readers to think critically
• Full appreciation of the texts requires noticing aspects of the writer’s craft
• Texts have print in a small font
• Novels may be two hundred to three hundred pages long
Text Examples: Chasing Redbird, Crash, Dragonsong, Rascal, Tom's Midnight Garden, Yolanda's Genius,
**W**
- Themes explore the human condition
- Fiction and nonfiction text present characters who suffer hardship and learn from it
- Writing is sophisticated, with complex sentences, literary language, and symbolism
- Text have print in a small font
- Readers must have an awareness of social and political issues to comprehend texts
- Fantasy and science fiction introduce heroic characters, moral questions, and contests between good and evil
- Informational texts may present complex graphic information and require a whole range of content knowledge
- Readers must understand all the basic nonfiction organizational structures
- Narrative biographies include many details and prompt readers to make inferences about what motivated the subject’s achievements

*Text Examples: The Skin I’m In, Maniac Magee, Roll of Thunder Hear My Cry, A Stone in My Hand, Year of Impossible Goodbyes, The House on Mango Street*

**X**
- Science fiction at this level incorporates technical knowledge as well as high fantasy depicting quests and the struggle between good and evil
- Readers are required to go beyond the literal meaning of the text to construct implied meaning by a writer’s use of symbolism
- Continuing increase in the sophistication of vocabulary, language, and topic

*Text Examples: Ties that Bind, Ties that Break, Where the Red Fern Grows, The Egypt Game, Zlata's Diary: A Child's Life in Sarajevo*

**Y**
- Texts have subtle themes and complex plots
- Include a whole range of social problems as themes with more explicit details (e.g., details about death or prejudice)
- Texts include irony and satire, literary devices requiring readers to think beyond the literal meaning
- Fantasies are complex, depicting hero figures and heroic journeys
- Readers required to discern underlying lessons and analyze texts for traditional elements

*Text Examples: The Schwa Was Here, The Giver, My Brother Sam is Dead*

**Z**
- Informational books deal with controversial social concepts and political issues and include detailed historical accounts of periods less well-known
- Readers learn new ways of finding technical information
- Informational texts include complex examples of the basic organizational structures
- Fiction texts explore a wide range of mature themes relative to the human condition
• Fantasy texts present heroic quests, symbolism, and complex characters
• Some texts present graphic details of hardship and violence
  

Sources:

Behaviors That Support Learning (BTSL)
This report cards category describes skills important to a student’s ability to be successful in school such as student’s work habits, social and emotional development, and their ability to self-regulate their behavior. This report card category will be reported from kindergarten to 2nd grade with a skills mark assigned using the following rubric.

South Harrison School District
Behaviors That Support Learning (BTSL) Rubric

Scoring Guide: O = Meets grade level Expectations
S = Approaching grade level expectations N= Needs Improvement

<table>
<thead>
<tr>
<th>Participates in group activities  (The students will contribute regularly to class discussion and activities)</th>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• With instruction can participate in class activities</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• With reminders can participate in class activities.</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• With minimal prompting will participate in class activities</td>
<td>O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Works well independently/Stays on task (concentrates & finishes work well, within time allotted by the teacher)

<table>
<thead>
<tr>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Needs instruction in order to complete work</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>• With reminders can complete some work in the time allotted</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>• With minimal prompting can complete most work on time</td>
<td>O</td>
<td></td>
</tr>
</tbody>
</table>

2. Works and plays cooperatively (shares, considers other points of view, takes turns)

<table>
<thead>
<tr>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Needs instruction to successfully work and play cooperatively.</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>• With reminders can work and play cooperatively with peers.</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>• Often works and plays cooperatively with peers.</td>
<td>O</td>
<td></td>
</tr>
</tbody>
</table>

3. Waits turn to speak (one to one, small & whole group)

<table>
<thead>
<tr>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs instruction to wait turn to speak</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>With reminders will wait turn to speak</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Often waits turn to speak</td>
<td>O</td>
<td></td>
</tr>
</tbody>
</table>

5. Displays Self-Control (can control actions and become aware of the effects of actions on others)  
| Needs instruction to control actions and become aware of the effects of actions on others | N | Tri 1 | Tri 2 | Tri 3 |
| Needs reminders about how to control actions and be aware of the effects of those actions on others | S |   |   |   |
| With minimal prompting can maintain control over actions and can describe the effects of actions on others | O |   |   |   |

6. Attempts to solve own problems (can identify problem and generate a plan to solve them)  
| Needs instruction to successfully identify problems and generate a plan to solve own problems | N | Tri 1 | Tri 2 | Tri 3 |
| Identifies problems but does not generate a plan to solve problem | S |   |   |   |
| Generates solutions to problems and with support will execute it | O |   |   |   |

7. Uses good Manners (verbal responses, hygiene, interactions)  
| With instruction can successfully demonstrate appropriate manners | N | Tri 1 | Tri 2 | Tri 3 |
| With verbal reminders can successfully demonstrate appropriate manners | S |   |   |   |
| Demonstrates some examples of appropriate manners | O |   |   |   |

8. Shows respect (kind words, listening)  
| With instruction can show respect for peers and adults | N | Tri 1 | Tri 2 | Tri 3 |
| With reminders can show respect for peers and adults | S |   |   |   |
| With minimal prompting can show respect for peers and adults | O |   |   |   |

9. Adjusts easily to new situations (substitute teachers, transitions, change in schedule)  
| With instruction can successfully adjust to new situations | N | Tri 1 | Tri 2 | Tri 3 |
| With verbal reminders can successfully adjust to new situations | S |   |   |   |
| With minimal prompting can successfully adjust to new situations | O |   |   |   |

10. Willing to take risks (in small and large groups – raises hand to answer, attempts to solve problems, initiates play with unknown friend)  
| With instruction can successfully adjust to new situations | N | Tri 1 | Tri 2 | Tri 3 |
11. Displays positive attitude (verbally, work, body language)

<table>
<thead>
<tr>
<th>Description</th>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>With instruction displays a positive attitude</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With reminders displays a positive attitude</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally displays a positive attitude</td>
<td>O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Completes work in a reasonable amount of time

<table>
<thead>
<tr>
<th>Description</th>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs instruction to complete tasks and assignments in a timely manner</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes parts of tasks/assignments in a timely manner with frequent assistance</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes most tasks/assignments in a timely manner with occasional assistance</td>
<td>O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Obeys classroom, lunchtime and playground rules (Number 1 rule, general classroom and playground rules)

<table>
<thead>
<tr>
<th>Description</th>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>With instruction can successfully follow classroom, lunchtime and playground rules</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With reminders can successfully use and apply classroom, lunchtime and playground rules</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With minimal prompting consistently uses and applies classroom, lunchtime and playground rules</td>
<td>O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Can listen to stories for short periods of time (look at the book, keep hands to themselves, listens attentively, controls their body)

<table>
<thead>
<tr>
<th>Description</th>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs instruction to listen for a short period of time</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With reminders can listen for a short period of time</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With minimal prompting can listen for a short period of time</td>
<td>O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Listens attentively (one to one, in small & whole class groups)

<table>
<thead>
<tr>
<th>Description</th>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs instruction to listen attentively to others</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens and demonstrates a partial understanding of another person’s point of view</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens and demonstrates a general understanding of another person’s point of view</td>
<td>O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Cares for materials (computers, printed material)

<table>
<thead>
<tr>
<th>Description</th>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs instruction in order to care for school materials</td>
<td>N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- With reminders shows care for school materials | S  
- With minimal prompting can show care for school materials | O

<table>
<thead>
<tr>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
</table>

17. Works neatly (writing reflects best effort, work is graffiti free)
- Needs instruction in order to work neatly | N  
- With reminders can work neatly | S  
- With minimal prompting can work neatly | O

<table>
<thead>
<tr>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
</table>

17. Works without disturbing others (use of appropriate voice/body)
- Needs instruction in order to work without disturbing others. | N  
- With reminders can work without disturbing others. | S  
- With minimal prompting can work without disturbing others | O

<table>
<thead>
<tr>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
</table>

18. Follows oral directions
- Needs instruction in order to follow oral directions | N  
- With reminders can follow oral directions | O  
- With minimal prompting can follow oral directions | O

<table>
<thead>
<tr>
<th>Tri 1</th>
<th>Tri 2</th>
<th>Tri 3</th>
</tr>
</thead>
</table>
Math Domain: Operations and Algebraic Thinking

Math Cluster 1: Represent and solve problems involving addition and subtraction

Standards under this domain:

- 1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Math Cluster 2: Understand and apply properties of operations and the relationship between addition and subtraction.

Standards under this:

- 1.OA.3. Apply properties of operations as strategies to add and subtract.² Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)
- 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.

Math Cluster 3: Add and subtract within 20.
Standards under this:

- **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., \(8 + 6 = 8 + 2 + 4 = 10 + 4 = 14\)); decomposing a number leading to a ten (e.g., \(13 – 4 = 13 – 3 – 1 = 10 – 1 = 9\)); using the relationship between addition and subtraction (e.g., knowing that \(8 + 4 = 12\), one knows \(12 – 8 = 4\)); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent \(6 + 6 + 1 = 12 + 1 = 13\)).

**Math Cluster 4: Work with addition and subtraction equations.**

Standards under this:

- **1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? \(6 = 6\), \(7 = 8 – 1\), \(5 + 2 = 2 + 5\), \(4 + 1 = 5 + 2\).
- **1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations \(8 + ? = 11\), \(5 = _ – 3\), \(6 + 6 = _\).
### Math Domain: Numbers & Operations in Base Ten

#### Math Cluster 5: Extend the counting sequence.

**Standards under this:**
- **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

#### Math Cluster 6: Understand place value

**Standards under this:**
- **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  - 10 can be thought of as a bundle of ten ones — called a “ten.”
  - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- **1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

#### Math Cluster 6: Use place value understanding and properties of operations to add and subtract.

**Standards under this:**
- **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- **1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- **1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies
based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

<table>
<thead>
<tr>
<th>Math Domain: Measurement and Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math Cluster 7: Measure lengths indirectly and by iterating length units.</strong></td>
</tr>
</tbody>
</table>

### Standards under this domain:

- 1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

<table>
<thead>
<tr>
<th>Math Cluster 8: Tell and write time.</th>
</tr>
</thead>
</table>

### Standards under this domain:

- 1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.

<table>
<thead>
<tr>
<th>Math Cluster 9: Represent and interpret data</th>
</tr>
</thead>
</table>

### Standards under this domain:

- 1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Math Domain: Geometry

Math Cluster 10: Reason with shapes and their attributes

Standards under this domain:

- **1.G.1.** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

- **1.G.2.** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

- **K.G.3.** Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, thirds, and quarters,* and use the phrases *half of, third of,* and *quarter of.* Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
Frequently Asked Questions (FAQs):

What is a standard?
A Standard is a statement that defines what all public school students in New Jersey should understand and be able to do in core curriculum areas (English/Language Arts, & Math). Learning standards for each academic content area and grade span are identified in the Common Core State Standards (CCSS). These standards may be viewed online at the New Jersey Department of Education’s website: http://www.state.nj.us/education/cccs/ or at http://www.corestandards.org/

What is the purpose of a standards-based report card?
The purpose of this new standards-based report card is to provide feedback to students, parent/guardians regarding the progress a student is making toward specific learning standards at their grade level. The end of year grade level standards are clearly defined in content area curricula and reported by cluster on the report card at each grade level.

With the official adoption of the Common Core State Standards (CCSS), the Swedesboro-Woolwich school district is refining both standards used in the classroom and students’ progress towards mastering those standards when reporting to parents. It is our intent to show standards which are clearly defined and integrated on the report card at each grade level. For more detailed information regarding grade level and content specific information visit the state website at http://www.state.nj.us/education/cccs/ or http://www.corestandards.org/

Key Terms:

- **Assessment**—The ongoing process of gathering data or giving feedback about a student’s performance in order to determine strengths and weaknesses, improve instruction, and document student progress.

- **Benchmark**—A reachable target value for student learning at various points of the year. It is a guide on the path towards mastery in a given content area. Benchmark values are utilized as part of the trending process.

- **Cluster of Standards**—Clusters are groups of related standards.

- **Curriculum Guide**—A document that defines the standards for each content area, and provides descriptive statements that indicate how the standards are applied at each grade level.
Rubric—A tool used to assess a student’s performance on a specific task, assignment or assessment. A rubric identifies pre-determined criteria used to evaluate the degree to which standards have been met.

Standard— A statement that identifies what all public school students in New Jersey and on a national level, should know and be able to do. Learning standards for each academic content area and grade span are identified in the National Common Core State Standards document located at http://www.corestandards.org/

Trending— is a process used to evaluate a student’s performance over a specific period of time.

What is the purpose of standards based grading (SBG)?
The purpose of the SBG is to provide feedback to parents and families regarding the progress their student is making toward a specific cluster of learning standards at their grade level in a given content area. The report card is in alignment with the official adoption of the Common Core State Standards (CCSS). The standards are clearly defined in the curriculum and integrated on the report card for each grade (kindergarten in SWSD in the 2013-14 school year) and thereafter in grades K-2.

How are these grade level standards graded?
Students’ ability to meet the cluster of learning standards will be determined using a variety of methods (such as formal, informal, oral and written assessments, and teacher observation) which allows teachers to identify whether the student is Exceeding the grade level Cluster of Standards, Meeting the grade level Cluster of Standards, Partially Meeting the grade level Cluster of Standards, or has Not Met the grade level Cluster of Standards.

The comment section of the report card and PowerSchool Parent Portal will provide additional information that the teacher uses to assess student progress.

How are these grade level standards marked on the report card?
The K-2 standards-based report card includes specific clusters of standards relating to the knowledge and skills a student should meet by the end of the school year in each grade. It uses a reporting scale (rubric) to reflect your student’s progress toward meeting each cluster of standards at the end of the school year. (See scale and rubric)

South Harrison Elementary School district Grade Level Benchmark in Math:
The math and English/Language Arts curriculum in grades kindergarten through 6th grade has been revised to align to the Common Core State Standards. The curriculum includes common assessments to define what students know and understand relative to the Common Core State Standards (CCSS) within a given grade level.

What is the instructional focus for English/Language First Grade?
The English/language Arts standards offer a focus for instruction in each grade level which helps to ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through
the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The K-2 CCSS grade level standards for English/language Arts are divided into five categories. These categories are Reading specifically Literature & Informational text, Foundational Reading Skills, Writing, Speaking and Listening, and Language.

**Reading: Text complexity and the growth of comprehension**

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

**Writing: Text types, responding to reading, and research**

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

**Speaking and Listening: Flexible communication and collaboration**

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

**Language: Conventions, effective use, and vocabulary**

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

**Math- What is the instructional focus for math in First Grade?**

In First Grade the instructional focus is on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing
For Example:

1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

- 3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.¹

4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Math- What are the Mathematical Practices (MP) referenced and graded on the report card?

- **MP 1: Makes Sense of Problems and Perseveres in Solving Them**
  
  Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.
  - They **analyze** givens, constraints, relationships, and goals.
  - They **make conjectures** about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.
  - They **consider analogous problems**, and try special cases and simpler forms of the original problem in order to gain insight into its solution.
  - They **monitor and evaluate** their progress and change course if necessary.

  Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need.
Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends.

Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

- **MP 2: Reason Abstractly and Quantitatively**
  Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.

  Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

- **MP 3: Construct Viable Arguments and Critique the Reasoning of Others**
  Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is.

  Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

- **MP 4: Model with Mathematics**
  Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community.

  By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another.
Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

- **MP 5: Use Appropriate Tools Strategically**
  Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

  Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations.

  For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data.

  Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

- **MP 6: Attend to Precision**
  Mathematically proficient students try to communicate precisely to others.
  - They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately.
  - They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem.
  - They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.

  In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

- **MP 7: Look for and Make use of Structure**
  Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have.
Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$.

- They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems.
- They also can step back for an overview and shift perspective.
- They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

**MP 8: Look for and Express Regularity in Repeated Reasoning**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal.

By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.