

## 1st Grade Reporting Skills Skill Progressions

*Additional skills are reported each quarter. The comprehensive list below shows when the skill is first reported. Once a skill is reported, it will continue to be reported in each of the following quarters.*

### Quarter 1

#### *Writing*

I can use appropriate grade-level spacing between letters and words.	I can use appropriate grade-level spacing and punctuation.	I can use appropriate grade-level spacing, capitalization and punctuation.	I can use appropriate grade-level spacing, capitalization, punctuation and spelling.
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#### *Speaking and Listening*

I can take turns speaking and listening with prompting in a discussion with others.	I can take turns speaking and listening in a discussion with others.	I can take turns speaking and listening and stay on topic in a discussion with others.	I can take turns speaking and listening and stay on topic while building off the ideas of others.
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I can express ideas clearly in classroom conversations with prompting.	I can express ideas clearly in classroom conversations.	I can express ideas clearly in classroom conversations using complete sentences when appropriate.	I can express ideas clearly in classroom conversations using correct grammar and vocabulary.
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#### *Reading*

I can decode regularly spelled single-syllable words in context with support.	I can decode regularly spelled single-syllable words in context sometimes.	I can decode regularly spelled single-syllable words in context consistently.	I can decode regularly spelled multi-syllable words in context consistently.
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I can read few expected first grade high frequency words automatically.	I can read some expected first grade high frequency words automatically.	I can read expected first grade high frequency words automatically.	I can read beyond the expected first grade high frequency words automatically.
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### **Math**

I can add within 10 using manipulatives.	I can accurately add within 10 using more than one strategy.	I can add fluently within 10 using multiple strategies.	I can add fluently within 20 using multiple strategies.
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## **Quarter 2**

### **Writing**

I can demonstrate understanding of the elements of the current mode of writing with guidance and support.	I can demonstrate understanding of the elements of the current mode of writing with support.	I can demonstrate understanding of the elements of the current mode of writing.	I can consistently apply the elements of the current mode of writing.
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I can write a complete sentence to convey an idea with support.	I can write a complete sentence to convey an idea.	I can write complete sentences to convey an idea.	I can write a paragraph (with topic, body, conclusion) to convey an idea.
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### **Science**

With teacher assistance, I can collaboratively use tools and	I can collaboratively use tools and materials provided to design	I can collaboratively use tools and materials provided to design	I can independently use tools and materials provided to design a
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materials provided to design a device that attempts to solve a specific problem.	a device that attempts to solve a specific problem.	a device that solves a specific problem.	device that attempts to solve a specific problem.
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### **Reading**

I can isolate or pronounce beginning, middle or ending sounds in single-syllable words.	I can isolate or pronounce beginning, middle and ending sounds in single-syllable words.	I can isolate and pronounce beginning, middle and ending sounds in single-syllable words.	I can isolate and pronounce beginning, middle and ending sounds in multi-syllable words.
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I can identify character, setting, or few key details of a text.	I can partially identify the main topic and retell some key details of a text including character, setting, and major events.	I can identify the main topic and retell key details of a text including character, setting and major events.	I can demonstrate understanding of story elements using a book of my choice.
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### **Math**

I can count and read numbers.	I can count, read, write or represent whole numbers.	I can count, read, write and represent whole numbers to 120.	I can count, read, write and represent whole numbers beyond 120.
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I can write a 2-digit number.	I can identify the tens place and ones place of a 2-digit number.	I can represent a 2-digit number as groups of tens and ones.	I can represent a 3-digit number as groups of hundreds, tens and ones.
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Given two numbers, I can identify the greater number.	I understand the equal sign and can identify the greater number or lesser number.	I can consistently compare 2-digit numbers using the symbols $<$ , $>$ and $=$ .	I can create a number comparison sentence using the symbols $<$ , $>$ and $=$ with 3-digit numbers.
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### Quarter 3

#### *Writing*

I can stay on topic when writing with guidance.	I can stay on topic with a few supporting details when writing.	I can stay on topic with supporting details when writing using a variety of word choice.	I can stay on topic with supporting details using a variety of sentence types.
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#### *Science*

With teacher assistance, I can collaboratively plan and carry out investigations to answer questions or test solutions to problems.	I can collaboratively plan and carry out investigations to attempt to answer questions or test solutions to problems.	I can collaboratively plan and carry out investigations to answer questions or test solutions to problems.	I can independently plan and carry out investigations to answer questions or test solutions to problems.
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#### *Reading*

I can read independent-level text orally with accuracy, appropriate rate or expression.	I can read independent-level text orally with accuracy, appropriate rate and expression.	I can read grade level text orally with accuracy, appropriate rate and expression.	I can read above grade level text orally with accuracy, appropriate rate and expression.
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#### *Math*

I can subtract within 10 using manipulatives.	I can accurately subtract within 10 using more than one strategy.	I can subtract fluently within 10 using multiple strategies.	I can subtract fluently within 20 using multiple strategies.
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Given three numbers, I can write a correct number sentence.	Given three numbers, I can use a framework to create a fact family using two addition and two subtraction sentences.	I can create a fact family using two addition and two subtraction sentences.	I can explain the relationships within a fact family I created.
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I can attempt to partition circles and rectangles into two and four equal shares.	I can partition circles and rectangles into two and four equal shares.	I can partition circles and rectangles into two and four equal shares and describes the shares using halves, fourths, and quarters.	I can partition circles and rectangles into shares beyond halves and fourths.
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## Quarter 4

### Science

I can gather information.	I can gather and share information with others.	I can gather, understand, and share information with others.	I can gather, understand, and share information with reasoning with others.
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### Reading

I can understand that authors write with different purposes.	I can identify the author's purpose (to entertain/to inform).	I can explain the author's purpose identifying differences between books that entertain and books that inform.	I can explain the author's purpose and give examples to support my explanations from the text.
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I can answer questions about key details in a text.	I can answer questions about key details in a text and ask an on-topic question.	I can answer and ask questions about key details in a text.	I can answer and ask questions about key details in a text while providing evidence from the text.
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**Math**

Given the operation, I can attempt to solve a word problem using a strategy.	Given the operation, I can solve a word problem within 20 using a number sentence, picture or manipulative.	I know when to add or subtract to solve a word problem within 20 using a number sentence and a picture or manipulative.	I can create an addition or subtraction word problem and explain how to solve it.
I can tell time to the hour.	I can tell or write time to the hour or half-hour.	I can tell and write time to the hour and half-hour.	I can tell and write time in smaller increments than a half-hour.