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## 1<sup>st</sup> Grade Progress Report

**Student Name:**  
**Grade Enrolled:**  
**Teacher:**

**Student ID #:**

**Teacher E-mail:**

**Report Period:**

ATTENDANCE	1 <sup>st</sup> Q	2 <sup>nd</sup> Q	3Q	4Q
Excused Absences				
Unexcused Absences				

**Academic Standards:** The Clara Science Academy (CSA) reports student performance quarterly. This 1st grade progress report lists the skills outlined by the NC Department of Education Standards. This framework provides guidance about what a 1st grade student should know or be able to do. The K12 curriculum is the core set of courses used by CSA to help 1<sup>st</sup> grade students meet these standards. Individualized goals are set for each student. The teacher and learning coach determine the percentage of course completion necessary to meet the academic goals for the first-grade student based on the standards and anchors. The year-to-date course progress reflects the progress towards meeting standards as well as academic goals related to course completion. The decision to promote a student to the next level is determined by the teacher.

Year-to-date course progress	
Course	Comment(s)
Writing	
Language Arts 1	
Math 1	
Science 1	
Social Studies	
Art/Music 1	
Physical Education 1	

Standards Checklist:			
<b>M</b>	<b>Met</b> academic standard	<b>NA</b>	<b>Not Assessed</b> during this semester
<b>W</b>	<b>Working</b> towards meeting academic standard	<b>UA</b>	<b>Unable to Assess</b> during this semester



Name:

yyyy-yyyy School Year



## Language Arts

	1st Q	2nd Q	3rd Q	4th Q
<b>LEARNING TO READ INDEPENDENTLY</b>				
Demonstrate concept of print, how print is organized and used in reading and writing tasks -Identify the parts of a book, use correct book handling skills, display directionality, identify various forms of print, Understanding the relationship between print and the spoken word, and differentiate between a word and a letter.				
Demonstrate phonemic awareness, the ability to hear and manipulate sounds in spoken words-Distinguish initial, medial and final sounds in single-syllable words, distinguish long- and short-vowel sounds in oral and stated single-syllable words, orally blend three or more spoken phonemes into recognizable words, orally segment single syllable spoken words into their phonemes, manipulate individual phonemes to create new words through addition, deletion and substitution, and identify the number of syllables in a given word.				
Demonstrate knowledge of the Alphabetic Principle, the ability to associate sounds with letters and use these sounds to form words- Generate the sounds of all the letters and letter patterns, including consonant blends and long- and short-vowel patterns and blend those sounds into recognizable words, use decoding skills to accurately and fluently read and spell phonetically regular words, Read common, irregular sight words accurately and fluently. (1 st Grade Sight Word List), read compound words and contractions, read inflectional forms (e.g., -s, -ed -ing) and root words (e.g. look, looked, looking), and reread and self-correct word recognition errors				
Demonstrate FLUENCY, the ability to read grade level text orally with accuracy, appropriate rate and expression- recognize high frequency and familiar words in isolation and in context, adjust reading rate based on purpose, text difficulty, form and style, and recognize and self-correct errors				
Demonstrate a rich listening and speaking VOCABULARY, the ability to understand (receptive) and use (expressive) words to acquire and convey meaning-Answer comprehension questions orally and in writing based on material read independently, understand, learn and use new vocabulary from a variety of content areas, and use context to understand word and sentence meanings.				
<b>Comprehension and Reading</b>				
Identify, analyze and apply knowledge of the elements of a variety of informational texts to demonstrate an understanding of the information presented-Identify the difference between facts and opinions, identify essential information such as facts, main idea and supporting information from illustrations and text, and make predictions about what happens next in a story or process and justify.				
<b>READING, ANALYZING AND INTERPRETING LITERATURE</b>				
Identify, analyze and apply knowledge of the elements of a variety of fiction and literary texts to demonstrate an understanding of a literary selection – Retell the main events of a story including characters and setting as well as beginning, middle and end, identify the main topic or essential message of a literary selection, make predictions about what happens next in a story or process and justify, and connect the reading to self and the world and other literary piece.				
<b>TYPES OF WRITING</b>				
Narrative: Develop and demonstrate the writing of narrative pieces that include a main idea based on read, imagined or personal events, characters and a sequence of events. Informational: Develop and demonstrate the writing of informational pieces that provides information related real -world tasks. Persuasive: Develop and demonstrate persuasive writing that is used for the purpose of influencing the reader.				
<b>QUALITY OF WRITING</b>				
Progress through the stages of the writing process: prewriting, drafting, revising, editing and publishing- With assistance, write for different purposes and to a specific audience or person , brainstorm ideas, organize and select a topic for writing, maintain a focus on a single idea while including supporting details, organize details into a logical sequence that has a beginning, middle and end , revise writing to add or eliminate details and correct ideas so a logical order is present, spell common, frequently used words correctly.				
<b>SPEAKING AND LISTENING</b>				
Apply listening and speaking strategies effectively, use electronic media for learning purposes, such as generating a journal or story,-Listen attentively and follow directions to perform a task (e.g., multi-step oral directions, solving problems and following rules), and ask questions to clarify information. Use correct vocabulary and word usage when speaking, use appropriate volume while initiating answers and conversation, and use appropriate pace in sentences, rhymes, poetry and questions.				



Name:

yyyy-yyyy School Year



Math

	1st Q	2nd Q	3rd Q	4th Q
<b>NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS</b>				
Numbers, Numbers Systems and Number Relationships: Count using whole numbers to 100 by 1's, 2's, 5's, 10's and 25's, use whole numbers and fractions (halves, thirds and fourths) to represent quantities, represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols to 100, Count, compare and make change up to one dollar using a collection of coins (pennies, nickels, dimes and quarters) Apply number patterns (even and odd) and compare numbers on the hundred chart.				
<b>COMPUTATION AND ESTIMATION</b>				
Solve addition and subtraction in everyday situations using concrete objects with one and two digit numbers (no regrouping). Determine the sum of the same three one-digit numbers (e.g., 5+5+5). Make estimates of objects in a set up to and including 100 using groups of ten as a reference and verify estimate.				
<b>MEASUREMENT AND ESTIMATION</b>				
Compare two objects using direct comparison, estimate and determine the length and height of objects using nonstandard units, tell time (analog and digital) to the hour and half hour, demonstrate that a single object has different attributes that can be measured in different ways (e.g., length, mass/weight, time, area, temperature, capacity, perimeter.				
<b>MATHEMATICAL REASONING AND CONNECTIONS MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION</b>				
Make, check and verify predictions about the quantity, size and shape of objects and groups of objects, use measurements in everyday situations, use appropriate problem-solving strategies (e.g., make a model, draw a picture, guess and check, working backwards), determine when sufficient information is present to solve a problem and explain how to solve a problem				
<b>TRIGONOMETRY and CALCULUS</b>				
Identify and give examples of corner angles, identify a triangle that has one corner. Recognize that a line drawn from one vertex to the opposite vertex in a rectangle or square divides it into two triangles, each with a corner angle. Describe how you can get closer and closer to a point or line and not reach or cross it.				
<b>ALGEBRA AND FUNCTIONS</b>				
Recognize and extend patterns based on shape, size, color, sound or number and identify the rule for a repeating pattern that could be extended infinitely, find a missing addend that makes a number sentence true and explain how solutions to equations or missing addends are determined. Identify the missing symbol (+, -, =) that makes a number sentence true				
<b>STATISTICS AND DATA ANALYSIS PROBABILITY AND PREDICTIONS</b>				
Formulate and answer questions that can be proven with data (bar graphs, pictographs and/or tally charts), collect, organize and display relevant data to answer questions, discuss whether a prediction or statement is likely or unlikely based on a comparison to the data, state and explain the likelihood of an event using the terms certain, likely, unlikely or impossible				
<b>GEOMETRY</b>				
Name and label geometric shapes in two and three dimensions (e.g., circle, square, triangle, rectangle, sphere, cube, pyramid and prism), identify and draw lines of symmetry in geometric figures and Identify lines of symmetry in nature, show relationships between and among figures using reflections and predict how shapes can be changed by combining or dividing them.				



**Name:**

yyyy-yyyy School Year

**Teacher Comments**

**Quarter 1 Teacher Comments:**

**Quarter 2 Teacher Comments:**

**Quarter 3 Teacher Comments:**

**Quarter 4 Teacher Comments:**

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Academy Director**

\_\_\_\_\_  
**Date**

**Assigned to Grade: 2<sup>nd</sup> Grade**

