



OUR BIG FIRST GRADE

Math, Reading and Writing Goals

Quarter 1



Please review our academic goals in first grade for the school year.
If your student has not yet mastered a goal, they will be assessed again on this standard(s) next quarter.

Quarter 1 Goals

- ☐ Student can read 25 words per minute
- ☐ Student can read/spell first, middle and last sounds
- ☐ Student can distinguish short and long vowels
- ☐ Student can write a complete sentence
- ☐ Student can read quarter 1 sight words
- ☐ Student can show numbers 11-19 as a ten & extra ones
- ☐ Student can identify the name & value of coins
- ☐ Student can orally count to 120
- ☐ Student can name 2D shapes and 3D solids
- ☐ Student can measure objects (nonstandard units)

--- If student has mastered a goal, the box is checked ---

Quarter 2 Goals

- ☐ Student can read 40 words per minute
- ☐ Student can read/spell consonant blends
- ☐ Student can read/spell long vowel -e words
- ☐ Student can write two complete sentences
- ☐ Student can read all quarter 2 sight words
- ☐ Student can add and subtract within 10
- ☐ Student can measure objects to the inch with a ruler
- ☐ Student can read numbers up to 120
- ☐ Student can compare numbers up to 30
- ☐ Student can draw/build shapes with defining attributes

--- Quarter 2 goals not assessed yet ---

Quarter 3 Goals

- ☐ Student can read 50 words per minute
- ☐ Student can read and spell consonant digraphs
- ☐ Student can read words with inflectional endings
- ☐ Student can write three complete sentences
- ☐ Student can read all quarter 3 sight words
- ☐ Student can add and subtract within 20
- ☐ Student can tell time to the hour and half hour
- ☐ Student can show 1:1 correspondence through 120
- ☐ Student can find the unknown number in an equation
- ☐ Student can show two-digit numbers in expanded form

--- Quarter 3 goals not assessed yet ---

Quarter 4 Goals

- ☐ Student can read 60 words per minute
- ☐ Student can read and spell vowel teams
- ☐ Student can orally retell a story with details
- ☐ Student can write a complete paragraph
- ☐ Student can read quarter 4 sight words
- ☐ Student can order and write numbers 1-120
- ☐ Student can find ten more/ten less of a number
- ☐ Student can compare numbers up to 120
- ☐ Student can add or subtract three numbers
- ☐ Student can recognize and draw fractions $\frac{1}{4}$ and $\frac{1}{2}$

--- Quarter 4 goals not assessed yet ---

1st Grade Report Requirements

Helen M. Jellison



1st Grade Report Requirements:

Annual Report of the Board of Education and the Superintendent of Public Instruction of New Jersey, with Accompanying Documents, for the School Year Ending August 31 ... New Jersey. State Board of Education, 1895 **Annual Report of the State Board of Education and the Commissioner of Education to the Legislature of the State of New Jersey** New Jersey. Dept. of Education, 1895 **Annual Report of the Public Schools**, 1897 *State and Federal Laws Relating to Nonpublic Schools* Helen M. Jellison, 1975 **Report of the Commissioner of Education** USA. Bureau of Education, 1887

Bulletin of the Proceedings of the Wisconsin Legislature Wisconsin. Legislature, 2010 Report contains 3 parts 19 1979 pt 1 Senate pt 2 Assembly pt 3 Subject index contains 4 parts 1981 pt 1 Senate pt 2 Administrative rules pt 3 Assembly pt 4 Index contains 5 parts 1983 1995 pt 1 Senate pt 2 Administrative rules pt 3 Assembly pt 4 Index pt 5 Index to Wisconsin acts contains 6 parts 1997 2007 2008 pt 1 Senate pt 2 Administrative rules pt 3 Directories of registered lobbying organizations licensed lobbyists state agencies legislative liaisons pt 4 Assembly pt 5 Index pt 6 Index to Wisconsin acts 2009 2010 pt 1 Senate pt 2 Administrative rules pt 3 Assembly pt 4 Index pt 5 Index to Wisconsin acts pt 6 Registered lobbying organizations licensed lobbyists state agencies legislative liaisons 2011 2012 2015 2016 pt 1 Senate pt 2 Administrative rules pt 3 Assembly pt 4 Index pt 5 Index to Wisconsin acts **State and Federal Laws Relating to Nonpublic Schools, Apr. 28, 1975** United States. Office of Education, 1975 **Report of the Commissioners ...** Great Britain. Royal Commission on Secondary Education, 1895 Administration Reports of the Forest Department in the Bombay Presidency, Including Sind, for the Year 1885-86, 1886 *Annual Report of the Superintendent of Education for the Year Ending ...* Buffalo (N.Y.) Superintendent of Education, 1874 *School Law of California, and Rules and Regulations of the State Boards of Education and Examination* California, 1885 **Joint Documents of the State of Michigan for the Year ...** Michigan, 1875

Annual Reports for ..., Made to the ... General Assembly of the State of Ohio .. Ohio, 1887 *First, supplementary, and second reports, with minutes of evidence and appendices. 1872 (c.536)* Great Britain. Royal Commission on Scientific Instruction and the Advancement of Science, 1872 **Compilation from the Annual Reports of the Superintendent of Public Instruction of the State of Michigan** Michigan. Department of Public Instruction, 1889 **Annual Report of the Commissioner of Education** United States. Office of Education, 1874 **Report of the Superintendent of Public Instruction of the State of New York** New York (State). Department of Public Instruction, 1893 **Annual Report of the State Superintendent of Public Instruction** New York (State). Department of Public Instruction, 1893 **Allen's Indian mail and register of intelligence for British and foreign India**, 1870 *report of the commissioner of education*, 1879

Reviewing **1st Grade Report Requirements**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**1st Grade Report Requirements**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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