

Niagara Falls City School District

Primary Report Card Parent Handbook Grades K-2



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A Note from the Superintendent

We are pleased to have your child as a student in Niagara Falls City School District. We take great pride in providing a quality education that will serve students for a lifetime. As you know, New York State adopted the Common Core Learning Standards. Our curriculum meets those standards and is what we call “vertically aligned.” This simply means children learn foundational skills and then build on those skills each year. This ensures that by high school graduation, young people are prepared for the next step, be it college, career, or military service. Our goal is to instill not only knowledge, but also an ability to problem solve, be resourceful, and adaptable. But the foundational skills are the base upon which all other learning rests; these are skills taught in earliest grades.

In an effort to best serve our primary grade students, we have divided their school year into trimesters. Every 13 weeks or so, students in Kindergarten through Grade 2 will receive a report card that has been designed to give a full, easily understandable picture of what skills a student has learned and which are still being mastered. The report card is aligned to the New York State Standards, so it will be easy to see which Standards have been met and which have not. Grades will be assigned from Level 4 to Level 1.

By using three, 13-week report cards, students have an appropriate amount of time to demonstrate academic growth before the first reporting period. However, you should know that you can always request a conference at any time.

We hope you find this guide helpful. If you have any questions, please do not hesitate to contact your child’s school for clarification. Together, we will give our students the very best preparation for successful futures.

A handwritten signature in black ink, appearing to read "R. Fein". The signature is written in a cursive style with a horizontal line extending to the left and a flourish at the end.

Changes to the K-2 Primary Report Card

The Niagara Falls City School District's K-2 primary report card has been revised to align to the New York State Common Core State Standards.

New features include:

- A 4-point grading scale indicating the four levels of standard achievement
- Trimester reporting which replaces quarterly reporting
- More detailed attendance reporting
- AIMSweb reporting/results
- Responsibilities of the learner
- Special area standards
- Reporting progress toward **end of year** standards



A Standards-Based Report Card

This type of report card lists the most important **end of year** standards students should learn at each grade level. Students receive a score of 4-1 that indicates how well they have mastered the required standards. Standards-based grading focuses on the student's achievement rather than how quickly they learned or how many times it took them to master the standards. There is a separate section which provides progress in learner responsibilities.

Report Card Dates to Remember

First Trimester (September 7-December 2) – Report cards mailed December 19

Second Trimester (December 5-March 10) – Report cards mailed March 24

Third Trimester (March 13-June 16) – Report cards mailed July 5



Annotated Grade 1 Report Card Sample



SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS GRADE 1 REPORT CARD



STUDENT NAME Jane Smith	STUDENT ID# 000000	GRADE: 1	ROOM 26	YEAR 2016-2017	SCHOOL Sample
TEACHER Jones, Mary	PRINCIPAL Ms. Johnson	MARKING PERIOD Fall		TELEPHONE 716-278-0000	

To the Parent or Guardian of:

Jane Smith
123456 Main Street
Niagara Falls, NY 14301

Attendance is reported in more detail. →

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	2		
Early Dismissal	0		

Note: Highlighted areas in AIMSweb results chart below are NOT assessed at this time.

Key: LNF-Letter Naming Fluency LSF-Letter Sound Fluency PSF-Phonetic Sound Fluency NWF-Nonsense Word Fluency R-CBM-Reading-Curriculum Based Measure

First Grade AimsWeb Results						
Targets	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
LNF	47	24				
LSF	31	30				
PSF	41	30	51	63	56	64
NWF	34	24	54	59	68	53
R-CBM			36	43	67	73

Your Child's Kindergarten AimsWeb Results						
Targets	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
LNF	21	17	44	44	52	47
LSF			27	40	39	34
PSF			30	13	48	41
NWF			25	34	40	43

Performance Levels

Score	4	3	2	1	NA
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Applicable

The 3 Trimesters

English Language Arts Reading

- Reading at Grade Level
- Answer questions about key details in the text.
- Retells stories including key details such as characters, setting and major events.
- Identifies differences between fiction and nonfiction stories.
- Identifies the key idea and important details of a nonfiction text.
- Use text features to locate information in the text.

Fall Winter Spring

Teachers report on progress toward end of year standards.

Reading Foundational Skills

- Knows and applies grade level phonics and strategies when decoding words(short/long vowel rules, blends, syllables and endings).
- Reads accurately and fluently to support comprehension.

Fall Winter Spring

English Language Arts Writing

- Writes an opinion piece that names a topic, states an opinion with reasons and includes a sense of closure.
- Writes an informative piece that names a topic, supplies facts about the topic and includes a sense of closure.
- Writes a narrative piece that tells about two or more appropriately sequenced events with (details.)

Fall Winter Spring

Speaking and Listening

- Participates in discussions about Grade 1 topics and texts with small and large groups.

Fall Winter Spring

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Language

- Writes using appropriate letter formation, spacing, capitals and punctuation.
- Uses conventional and phonetic spelling in writing.

Fall Winter Spring

Performance Levels

Score	4	3	2	1	NA
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Applicable

Operations and Algebraic Thinking

	Fall	Winter	Spring
Solves simple word problems involving addition and subtraction.			
Solves challenging word problems involving addition and subtraction.			
Understands the relationship between addition and subtraction.			
Adds within 20.			
Subtracts within 20.			
Understands the meaning of the equal sign.			

Number and Operations in Base Ten

	Fall	Winter	Spring
Counts and writes numbers to 120 starting at any number.			
Understands place value - ones and tens.			
Compares two, two-digit numbers using > = <.			
Uses place value understanding to add and subtract within 100.			

Measurement and Data

	Fall	Winter	Spring
Measures length with non-standard units.			
Tells and writes time to hour and half hour.			
Recognizes and identifies coins, their names, and their value.			
Organizes, represents and interprets data.			

Geometry

	Fall	Winter	Spring
Using attributes, builds and draws shapes.			
Composes 2-D shapes or 3-D shapes to create new shapes.			
Partitions circles and rectangles into two and four equal shares.			

END OF YEAR GRADE LEVEL FLUENCY EXPECTATIONS

Fluently adds and subtracts all numbers within 10.

These fluencies are critical and will be monitored throughout the year.

Physical Education

	Fall	Winter	Spring
Exhibits appropriate body movement and skill development.			
Engages in physical activity as a form of self-expression.			
Demonstrates personal and responsible behaviors in physical education.			
Expresses appropriate effort while engaging in physical activities.			

Specific standards are now listed in special areas.

This section reports on your child's overall behaviors that support learning.

Responsibilities of the Learner

+	Consistently and independently meets expectations
*	Usually meets expectations with reminders
-	Does not meet classroom expectations

Music

	Fall	Winter	Spring
Student demonstrates a steady beat.			
Student responds appropriately to instrumental music.			
Student can match pitches vocally.			
Student has expanded their musical repertoire.			

Art

	Fall	Winter	Spring
Exhibits appropriate classroom behavior & effort.			
Understands Art elements to create personal work.			
Displays creativity, & problem-solving skills.			
Shows effective use of tools, processes & techniques.			

	Fall	Winter	Spring		Fall	Winter	Spring
Pays attention.				Follows directions.			
Works cooperatively.				Works independently.			
Completes homework.				Uses class time effectively to produce quality work.			
Respects rights, feelings, and property of others.				Asks for help at appropriate times.			
Organizes materials.				Demonstrates self-control physically.			
Follows classroom expectations and routines.				Demonstrates self-control verbally.			
Actively participates in classroom discussions.							

Comments:

Fall:

These sections provide classroom teachers comments for the fall, winter and spring marking periods.

Winter:

Spring:

Attendance Tracking in the Primary Grades

Research shows that consistent attendance in school is necessary for students to achieve academically and develop socially. Therefore, attendance is more detailed on the New Primary Report Card so that there is a clear understanding of how much instructional time has been lost for each student. Early dismissal is now recorded, as instruction continues until the end of the official school day.

Excused absences include:

1. Sickness
2. Serious illness or death in the family
3. Excused absence part of a day
4. Suspension
5. Medical or dental appointments
6. Impassable roads or extreme weather conditions
7. Approved educational trips
8. Religious observances
9. Music lessons
10. Attendance in health clinics
11. Required court appearances
12. Emergency situations as approved by the building administrator

Unexcused absences include:

1. Vacation with or without parents
2. Haircut
3. Oversleeping
4. Babysitting
5. Hunting/Fishing
6. Unlawful detention
7. Truancy

Official School Day for Primary Grades

- Official start time for students in Elementary School is **9:00 AM**.
- Official end time for students in Elementary School is **2:50 PM** on Monday, Wednesday, Thursday and Friday.
- On Tuesdays, students are dismissed at **1:50 PM**.

The AIMSweb Results Table

Three times a year, all Kindergarten through eighth grade students, in the Niagara Falls City School District, are assessed in literacy skills. The assessment tool used for this screening is the *Academic Information Management System (AIMSweb)*.

The purpose of this assessment is to identify each student's strengths and needs in the area of reading. The results of this screening allows your child's teacher to provide the most appropriate and effective reading instruction.

See the K-2 tables below for an explanation of how to identify your child's results and grade level targets. Please note that the targets **increase** at each trimester.

Kindergarten						
Targets	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
Letter Naming Fluency	21		44		52	
Letter Sound Fluency			27		39	
Phonetic Sound Fluency			30		48	
Nonsense Word Fluency			25		40	

Explanation of Terms

LNF (Letter Naming Fluency) – The students are naming upper and lowercase letters in random order within one minute.

LSF (Letter Sound Fluency) – The students say the letter sounds in random order within one minute.

PSF (Phonetic Sound Fluency) – The students are asked to break apart words into individual sounds within a minute. Example: hat h – ä – t

NWF (Nonsense Word Fluency) – A nonsense word is a made up word that can be broken apart into sounds or read as a word within one minute.
Example: biv b – ĩ – v or biv (reads the word)

The AIMSweb Results Table (continued)

First Grade

Key: LNF-Letter Naming Fluency LSF-Letter Sound Fluency PSF-Phonetic Sound Fluency NWF-Nonsense Word Fluency R-CBM-Reading-Curriculum Based Measure

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NWF (Nonsense Word Fluency) – A nonsense word is a made up word that can be broken apart into sounds or read as a word within one minute.
Example: biv b – ĩ – v or biv (reads the word)

RCBM (Reading Curriculum Based Measure) – Students are asked to read a grade level passage in one minute. The target indicates the number of words that should be read correctly within the minute.

The AIMSweb Results Table (continued)

Second Grade

AIMSweb Results						
Reading - Curriculum Based Measure	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
1st Grade - Targets			36	44	67	64
2nd Grade - Targets	35	49	64	84	82	

Explanation of Terms

RCBM (Reading Curriculum Based Measure) – Students are asked to read a grade level passage in one minute. The target indicates the number of words that should be read correctly within the minute.



What Performance Levels Mean

The NFCSD report card uses a scale of 4-1 to indicate progress on the end of the year grade level standards.

Performance Levels:

4 Exceeds Standards	3 Meets Standards	2 Approaching Standards	1 Minimal Progress Towards Standards
Student performance demonstrates superior understanding of end of year standards at this grade level and beyond.	Student performance demonstrates and meets end of year standards at this grade level.	Student performance is on track to understand end of year standards at this grade level	Student performance does not demonstrate understanding of the end of year standards at this grade level
Student independently exceeds requirements for grade-level work, and is working well above grade level	Meets requirements for grade-level work	Beginning and working toward meeting requirements for grade-level work	Working well below grade level requirements
Consistently applies and extends learned concepts and skills independently	Completes work accurately and independently	Benefits from consistent instruction and practice. Can work independently and/or with assistance.	Requires extra time, instruction, assistance and/or practice. Struggles even with assistance.

Performance Level scores are not based on one assessment experience. Teachers design multiple assessment tasks and collect evidence of student learning throughout the grading period. Evidence may include teacher observations, student work samples, projects, tests, quizzes and district assessments. Teachers review these items for evidence of learning when grading student progress for the report card.

End of Year Grade Level Math Fluency Expectation and Scoring is as follows:

Performance Level Score	Explanation
3	Achieved year end goal
2	Making progress toward year end goal
1	Making little or no progress toward year end goal

Art and Music

Art

The primary art standards reflect the attributes sought after for proper artistic development within the art class setting. Our district's art teachers instruct daily within the frameworks of the art elements. They also look for proper behavior, tool usage, and creative problem-solving skills. A positive progression is encouraged within our trimester marking system.

Music

Students in elementary music classes are expected to sing in tune, demonstrate basic beat and rhythm competency and experience elemental music composition. Students have various requirements based on grade level, K-2, but all will learn the above mentioned concepts.



Primary Physical Education Report Card

Physical Education	Fall	Winter	Spring
Exhibits appropriate body movement and skill development			
Engages in physical activity as a form of self-expression			
Demonstrates personal and responsible behaviors in physical education			
Expresses appropriate effort while engaging in physical activities			

The four areas listed above reference the three domains of learning; psychomotor, cognitive and affective. Described below is how each domain of learning applies to Physical Education. Additionally, each NYS PE Learning Standard is noted within the description.

Psychomotor: The psychomotor domain refers to the physical aspects of learning. It addresses motion, reflexes, and how muscles are engaged during physical activity. In your PE classes, you can help students build a number of psychomotor skills, including reflexive skills, perceptual abilities, and higher-order skills that require a combination of physical abilities to yield a motion. Psychomotor skills are to be addressed in age appropriate progressions.

- A. Exhibits appropriate body movements and skill development.**
- B. Expresses appropriate effort while engaging in physical activities.**

NYS Standard 1: Personal Health and Fitness
NYS Standard 2: A Safe and Healthy Environment

Cognitive: The cognitive domain addresses the development of content knowledge and intellectual skills. Teaching and learning in the cognitive domain is essential to PE, as without it, students are less likely to understand rules or develop strategies to excel in activities, sports, and games.

- A. Demonstrates personal and responsible behaviors in physical education.**

NYS Standard 2: A Safe and Healthy Environment
NYS Standard 3: Resource Management

Affective: The affective domain focuses on students' feelings, attitudes, and values about movement. Focus is on a student's ability to pay attention and place value on the importance of movement

- A. Engages in physical activity as a form of self-expression.**

NYS Standard 2: A Safe and Healthy Environment

Development of Learner Responsibilities that Support Academic Progress

All New York State students must perform at higher levels of academic achievement than ever before. These responsible behaviors promote growth and learning throughout life.

As a parent you can support your child's growth by encouraging and modeling these behaviors outside of school. With your continued support we can foster a successful partnership that will allow your child to grow and become successful at school and in life.

These responsibilities include:

- Paying attention
- Working cooperatively
- Completing homework
- Respecting rights, feelings, and property of others
- Organizing materials
- Following classroom expectations and routines
- Actively participating in classroom discussions
- Following directions
- Working independently
- Using class time effectively to produce quality work
- Asking for help at appropriate times
- Demonstrating self-control physically
- Demonstrating self-control verbally

Frequently Asked Questions

Q. Why a standards-based report card?

A. The purpose of a standards-based reporting system is to provide parents/guardians, teachers and students with more accurate information about students' progress toward meeting content standards.

Q. What are the advantages of a standards-based report card?

- You and your child know exactly what is expected in order to master the goals for a particular subject area.
- The expectations for what your child should be able to do at a grade level are consistent across the district.
- You receive information for each of the standards.
- Your child is assessed with respect to standards rather than compared to other students.

Q. Why is grade reporting in trimesters and not in quarters?

A. Trimester grade reporting provides more time for students to demonstrate proficiency towards meeting the standards. This allows adequate time for teachers to instruct, assess, and provide evidence of student learning. In addition, trimesters provide for additional opportunities to meet the needs of individual students and their respective abilities.

Report Card Dates to Remember

First Trimester (September 7-December 2) – Report cards mailed December 19

Second Trimester (December 5-March 10) – Report cards mailed March 24

Third Trimester (March 13-June 16) – Report cards mailed July 5

Q. Why are all of the grade level standards not listed on the report card?

A. The Report Card Committee Representatives selected the standards and descriptors that were considered to be most significant at each grade level.

Q. Should I be worried if I see “2”s on my child’s report card?

A. “2” reflects normal progress and is expected in the first two trimesters. A student is expected to progress towards meeting the standards over the course of the year because the standards are end of grade-level expectations. The goal is for all students to be at a level “3” by the end of the school year.

Q. Can my child earn a “3” or “4” in the first trimester?

A. While this is not the norm, it is possible for a student to score a “3” or “4” in the first trimester. The student can earn “3” if their work consistently demonstrates that they have fully mastered all of the grade level standards. A student earns a mark of “4” if he or she is consistently working at the level of expectation of the next grade level’s standards. These marks are not expected in the first trimester, but may occur.

Q. Will students with an individualized education plan (IEP) still receive quarterly progress reports?

A. Yes, students with an IEP will continue to receive quarterly progress reports in addition to trimester report cards. The quarterly progress report is a separate document which measures progress toward achieving individual student goals as indicated by the IEP.

Q. Does my child's attendance affect his or her academic performance?

A. When your child is not in school they are missing valuable classroom instruction. Research shows that when students are excessively absent from school, academic progress is negatively impacted.

Q. What if I still have questions regarding my child's report card?

A. If you still have questions regarding your child's report card, contact your child's teacher. He or she is a valuable resource to help you understand how your child is doing in school and what you can do to help them succeed.



Additional Resources

Appendix A Math Fluency

What is fluency? Math fact fluency refers to the ability to recall the basic facts in addition, subtraction, multiplication and division, accurately, quickly and effortlessly. Multiplication and division begins in Grade 3.

The fluency expectations for each grade level are included below.

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000 (pencil and paper)
4	Add/subtract within 1,000,000 (pencil and paper)
5	Multi-digit multiplication (pencil and paper)

Grade K

By the end of Kindergarten, students will have memorized all addition facts with sums to 5.

$0+0$ $1+0$ $2+0$ $3+0$ $4+0$ $5+0$
 $0+1$ $1+1$ $2+1$ $3+1$ $4+1$
 $0+2$ $1+2$ $2+2$ $3+2$
 $0+3$ $1+3$ $2+3$
 $0+4$ $1+4$
 $0+5$

By the end of Kindergarten, students will have memorized all addition facts with minuends to 5.

$5-0$ $4-0$ $3-0$ $2-0$ $1-0$ $0-0$
 $5-1$ $4-1$ $3-1$ $2-1$ $1-1$
 $5-2$ $4-2$ $3-2$ $2-2$
 $5-3$ $4-3$ $3-3$
 $5-4$ $4-4$
 $5-5$

Grade 1

By the end of grade 1, students will have memorized all addition facts with sums to 10.

0+0	1+0	2+0	3+0	4+0	5+0	6+0	7+0	8+0	9+0	10+0
0+1	1+1	2+1	3+1	4+1	5+1	6+1	7+1	8+1	9+1	
0+2	1+2	2+2	3+2	4+2	5+2	6+2	7+2	8+2		
0+3	1+3	2+3	3+3	4+3	5+3	6+3	7+3			
0+4	1+4	2+4	3+4	4+4	5+4	6+4				
0+5	1+5	2+5	3+5	4+5	5+5					
0+6	1+6	2+6	3+6	4+6						
0+7	1+7	2+7	3+7							
0+8	1+8	2+8								
0+9	1+9									
0+10										

By the end of Grade 1, students will have memorized all addition facts with minuends to 10.

10-0	9-0	8-0	7-0	6-0	5-0	4-0	3-0	2-0	1-0	0-0
10-1	9-1	8-1	7-1	6-1	5-1	4-1	3-1	2-1	1-1	
10-2	9-2	8-2	7-2	6-2	5-2	4-2	3-2	2-2		
10-3	9-3	8-3	7-3	6-3	5-3	4-3	3-3			
10-4	9-4	8-4	7-4	6-4	5-4	4-4				
10-5	9-5	8-5	7-5	6-5	5-5					
10-6	9-6	8-6	7-6	6-6						
10-7	9-7	8-7	7-7							
10-8	9-8	8-8								
10-9	9-9									
10-10										

Grade 2

By the end of Grade 2, students will have memorized all addition facts with sums of two one-digit numbers.

0+0	1+0	2+0	3+0	4+0	5+0	6+0	7+0	8+0	9+0
0+1	1+1	2+1	3+1	4+1	5+1	6+1	7+1	8+1	9+1
0+2	1+2	2+2	3+2	4+2	5+2	6+2	7+2	8+2	9+2
0+3	1+3	2+3	3+3	4+3	5+3	6+3	7+3	8+3	9+3
0+4	1+4	2+4	3+4	4+4	5+4	6+4	7+4	8+4	9+4
0+5	1+5	2+5	3+5	4+5	5+5	6+5	7+5	8+5	9+5
0+6	1+6	2+6	3+6	4+6	5+6	6+6	7+6	8+6	9+6
0+7	1+7	2+7	3+7	4+7	5+7	6+7	7+7	8+7	9+7
0+8	1+8	2+8	3+8	4+8	5+8	6+8	7+8	8+8	9+8
0+9	1+9	2+9	3+9	4+9	5+9	6+9	7+9	8+9	9+9

By the end of Grade 2, students will have memorized all subtraction facts with minuends less than 20 with differences less than 10.

									11-2
								12-3	11-3
						13-4	12-4	11-4	
					14-5	13-5	12-5	11-5	
			15-6	14-6	13-6	12-6	11-6		
		16-7	15-7	14-7	13-7	12-7	11-7		
	17-8	16-8	15-8	14-8	13-8	12-8	11-8		
18-9	17-9	16-9	15-9	14-9	13-9	12-9	11-9		

What you can expect in Grades 3-5:

0x0	1x0	2x0	3x0	4x0	5x0	6x0	7x0	8x0	9x0
0x1	1x1	2x1	3x1	4x1	5x1	6x1	7x1	8x1	9x1
0x2	1x2	2x2	3x2	4x2	5x2	6x2	7x2	8x2	9x2
0x3	1x3	2x3	3x3	4x3	5x3	6x3	7x3	8x3	9x3
0x4	1x4	2x4	3x4	4x4	5x4	6x4	7x4	8x4	9x4
0x5	1x5	2x5	3x5	4x5	5x5	6x5	7x5	8x5	9x5
0x6	1x6	2x6	3x6	4x6	5x6	6x6	7x6	8x6	9x6
0x7	1x7	2x7	3x7	4x7	5x7	6x7	7x7	8x7	9x7
0x8	1x8	2x8	3x8	4x8	5x8	6x8	7x8	8x8	9x8
0x9	1x9	2x9	3x9	4x9	5x9	6x9	7x9	8x9	9x9

By the end of Grade 3, students will have memorized all quotients associated with the above products.

0÷1	0÷2	0÷3	0÷4	0÷5	0÷6	0÷7	0÷8	0÷9
1÷1	2÷2	3÷3	4÷4	5÷5	6÷6	7÷7	8÷8	9÷9
2÷1	4÷2	6÷3	8÷4	10÷5	12÷6	14÷7	16÷8	18÷9
3÷1	6÷2	9÷3	12÷4	15÷5	18÷6	21÷7	24÷8	27÷9
4÷1	8÷2	12÷3	16÷4	20÷5	24÷6	28÷7	32÷8	36÷9
5÷1	10÷2	15÷3	20÷4	25÷5	30÷6	35÷7	40÷8	45÷9
6÷1	12÷2	18÷3	24÷4	30÷5	36÷6	42÷7	48÷8	54÷9
7÷1	14÷2	21÷3	28÷4	35÷5	42÷6	49÷7	56÷8	63÷9
8÷1	16÷2	24÷3	32÷4	40÷5	48÷6	56÷7	64÷8	72÷9
9÷1	18÷2	27÷3	36÷4	45÷5	54÷6	63÷7	72÷8	81÷9
10÷1	20÷2	30÷3	40÷4	50÷5	60÷6	70÷7	80÷8	90÷9

Students benefit from repeated practice to develop fact fluency. In addition, it is useful for them to develop strategies to support their fluency development. The websites and apps on the following page provide opportunities for practice in addition strategies.



Appendix B Fact Fluency Websites

Developing Fact Fluency

<http://www2.carrollk12.org/instruction/elemcurric/math/tbasicfacts.HTM>

This website contains information about fluency and resources to help students develop their fluency.

Math Facts Café

<http://www.mathfactcafe.com/>

This website includes printable math worksheets for elementary school and home use. This includes generators for math drills, flashcards, counting, time, money, and more.

Soft Schools

<http://www.softschools.com/math/>

SoftSchools.com provides free math worksheets and games. Worksheets and games are organized by grades and topics. These printable math and phonics worksheets are auto generated.

Math Drills

<https://www.math-drills.com/>

This website provides online fact tests in which math problems are organized into 86 levels ranging from simple ordering of numbers to addition and subtraction, multiplication, division, fractions, time, algebra, geometry, etc.

Math Magician Games

<http://www.oswego.org/ocsd-web/games/Mthmagician/cathymath.html>

Math Magician provides online facts challenges.

XtraMath

<https://xtramath.org/#/home/index>

This is a free website that helps student transition for counting or calculating the basic math facts to recalling them. It is free for teachers and parents.

Facts Fluency Apps

Fast Facts by StudySmart.....drills/games

Mathris by DivMob.....a game like *Tetris* using addition, subtraction, multiplication, and division skills

Fractions by Braining Camp.....primarily for grades four and five

Math Bingo by ABCya.com

Appendix C

English Language Arts Websites

Sight Words

interactivesites.weebly.com/readingsight-words.html

This website offers fun, educational, interactive games and simulations for children to practice both sight words and reading comprehension.

Spelling Practice with Dolch Sight Words

www.abcya.com/dolch_sight_word_spelling.htm

This website reinforces the reading and spelling of sight words by having your child place mixed-up letters in the proper order.

Letter Recognition and Sound

www.starfall.com

Students can actively practice their letter sounds, vowels, diagraphs, and blends by playing various games. They can also read a variety of stories with assistance from the website.

Reading Unknown Words

<http://www.funbrain.com/brain/ReadingBrain.htm>

The top portion of this website offers a variety of on-line books. The bottom portion offers a host of games specific to phonics skill areas.

Storyline

<http://www.storylineonline.net>

This website features actors and actresses reading some of their favorite children's books.

Transport to Reading

<http://www.professorgarfield.org/transport/transport.html>

This website hosts a variety of games for students to practice beginning and ending sounds, rhyming words, phoneme blending, and vowels.