# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Note from the Superintendent</td>
<td>2</td>
</tr>
<tr>
<td>Changes to the K-2 Primary Report Cards</td>
<td>3</td>
</tr>
<tr>
<td>A Standards-Based Report Card</td>
<td>4</td>
</tr>
<tr>
<td>Annotated Grade 1 Report Card Sample</td>
<td>5-6</td>
</tr>
<tr>
<td>Attendance Tracking in the Primary Grades</td>
<td>7</td>
</tr>
<tr>
<td>Explaining AIMSweb</td>
<td>8-10</td>
</tr>
<tr>
<td>What Performance Levels Mean</td>
<td>11</td>
</tr>
<tr>
<td>Art and Music</td>
<td>12</td>
</tr>
<tr>
<td>Primary Physical Education Report Card</td>
<td>13</td>
</tr>
<tr>
<td>Development of Learner Responsibilities</td>
<td>14</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>15-16</td>
</tr>
<tr>
<td>Additional Resources:</td>
<td>18-23</td>
</tr>
<tr>
<td>Appendix A – Math Fluency</td>
<td></td>
</tr>
<tr>
<td>Appendix B – Fact Fluency Websites</td>
<td></td>
</tr>
<tr>
<td>Appendix C – English Language Arts Websites</td>
<td></td>
</tr>
</tbody>
</table>
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.
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

Play, Learn and Grow... Together!
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.

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

ATTENDANCE
Excused Absence 0
Unexcused Absence 0
Late Arrival 2
Early Dismissal 0

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

First Grade AimsWeb Results

<table>
<thead>
<tr>
<th>Targets</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>47</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Your Child</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LNF</td>
<td>34</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>PSF</td>
<td>51</td>
<td>63</td>
<td>56</td>
</tr>
<tr>
<td>NWF</td>
<td>54</td>
<td>59</td>
<td>68</td>
</tr>
<tr>
<td>R-CBM</td>
<td>58</td>
<td>43</td>
<td>67</td>
</tr>
</tbody>
</table>

Your Child’s Kindergarten AimsWeb Results

<table>
<thead>
<tr>
<th>Targets</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>21</td>
<td>44</td>
<td>47</td>
</tr>
<tr>
<td>Your Child</td>
<td>44</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>LNF</td>
<td>27</td>
<td>39</td>
<td>43</td>
</tr>
<tr>
<td>PSF</td>
<td>30</td>
<td>13</td>
<td>41</td>
</tr>
<tr>
<td>NWF</td>
<td>25</td>
<td>34</td>
<td>40</td>
</tr>
</tbody>
</table>

Performance Levels

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Exceeds Standards</td>
<td>Meets Standards</td>
</tr>
</tbody>
</table>

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 the key idea and important details of a nonfiction text.
Use text features to locate information in the text.

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.

English Language Arts Writing

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

Speaking and Listening

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

Language

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

The 3 Trimesters
Teachers report on progress toward end of year standards.
Performance Levels

Operations and Algebraic Thinking
- 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
- 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
- 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
- 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.

Physical Education
- 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.

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

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

Responsibilities of the Learner

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

Pays attention.
- Fall
- Winter
- Spring

Works cooperatively.
- Fall
- Winter
- Spring

Completes homework.
- Fall
- Winter
- Spring

Respects rights, feelings, and property of others.
- Fall
- Winter
- Spring

Organizes materials.
- Fall
- Winter
- Spring

Follows classroom expectations and routines.
- Fall
- Winter
- Spring

Actively participates in classroom discussions.
- Fall
- Winter
- Spring

Comments:
- Fall:
- Winter:
- Spring:

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

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

Specific standards are now listed in special areas.

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

<table>
<thead>
<tr>
<th>Targets</th>
<th>Fall Target</th>
<th>Fall Your Child</th>
<th>Winter Target</th>
<th>Winter Your Child</th>
<th>Spring Target</th>
<th>Spring Your Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Naming Fluency</td>
<td>21</td>
<td>44</td>
<td></td>
<td></td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Letter Sound Fluency</td>
<td></td>
<td></td>
<td>27</td>
<td></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Phonetic Sound Fluency</td>
<td></td>
<td></td>
<td>30</td>
<td></td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Nonsense Word Fluency</td>
<td></td>
<td></td>
<td>25</td>
<td></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

**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 – ā – 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 – ĭ – v or biv (reads the word)
The AIMSweb Results Table (continued)

First Grade

<table>
<thead>
<tr>
<th>Targets</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>LNF</td>
<td>47</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>LSF</td>
<td>31</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>PSF</td>
<td>41</td>
<td>30</td>
<td>51</td>
</tr>
<tr>
<td>NWF</td>
<td>34</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>R-CBM</td>
<td></td>
<td></td>
<td>67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Child's Kindergarten AimsWeb Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>LNF</td>
</tr>
<tr>
<td>LSF</td>
</tr>
<tr>
<td>PSF</td>
</tr>
<tr>
<td>NWF</td>
</tr>
</tbody>
</table>

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.

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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 – ĭ – 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

<table>
<thead>
<tr>
<th>Reading - Curriculum Based Measure</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Your Child</td>
<td>Target</td>
</tr>
<tr>
<td>1st Grade - Targets</td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>2nd Grade - Targets</td>
<td>35</td>
<td>49</td>
<td>64</td>
</tr>
</tbody>
</table>

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:

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

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:

<table>
<thead>
<tr>
<th>Performance Level Score</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Achieved year end goal</td>
</tr>
<tr>
<td>2</td>
<td>Making progress toward year end goal</td>
</tr>
<tr>
<td>1</td>
<td>Making little or no progress toward year end goal</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits appropriate body movement and skill development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in physical activity as a form of self-expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates personal and responsible behaviors in physical education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses appropriate effort while engaging in physical activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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.

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. 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Add/subtract within 5</td>
</tr>
<tr>
<td>1</td>
<td>Add/subtract within 10</td>
</tr>
<tr>
<td>2</td>
<td>Add/subtract within 20</td>
</tr>
<tr>
<td></td>
<td>Add/subtract within 100 (pencil and paper)</td>
</tr>
<tr>
<td>3</td>
<td>Multiply/divide within 100</td>
</tr>
<tr>
<td></td>
<td>Add/subtract within 1000 (pencil and paper)</td>
</tr>
<tr>
<td>4</td>
<td>Add/subtract within 1,000,000 (pencil and paper)</td>
</tr>
<tr>
<td>5</td>
<td>Multi-digit multiplication (pencil and paper)</td>
</tr>
</tbody>
</table>

**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 *Tretris* 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](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.abcyacom/dolch_sight_word_spelling.htm](www.abcyacom/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](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](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](http://www.storylineonline.net)
This website features actors and actresses reading some of their favorite children’s books.

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