

Riverview School District
 Communication Report Card Benchmarks/Standards
 First Grade

Report Card Expectations	Mid-Year Benchmark	End-of-Year Standard
Demonstrates Effort Toward Quality.	Look for . . . <ul style="list-style-type: none"> • working to his/her potential • using time wisely • sustained focus • taking pride in his/her communication 	Look for . . . <ul style="list-style-type: none"> • working to his/her potential • using time wisely • sustained focus • taking pride in his/her communication
Uses attentive behavior in listening situations (teacher instructions, listening to a story, group activities, hands still, does not interrupt).	Look for . . . <ul style="list-style-type: none"> • adapting listening behavior to attend to a task (e.g., class discussion, small group communication, listening to a story or an oral presentation) when prompted • attending to the task in group activities when prompted (e.g., student is seated as appropriate to the activity, eyes focused on speaker, hands still) • beginning to respond to verbal and nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction) • using strategies for enjoyment listening and active listening with teacher support 	Look for . . . <ul style="list-style-type: none"> • adapting listening behavior to attend to a task (e.g., class discussion, small group communication, listening to a story or an oral presentation) when prompted • attending to the task in group activities (e.g., student is seated as appropriate to activity, eyes focused on speaker, hands still, child does not interrupt) • responding to verbal/nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction) • using strategies for enjoyment and active listening with teacher support
Applies listening and observation skills to share information (follows three-step directions, recalls stories, answers questions, provides feedback).	Look for . . . <ul style="list-style-type: none"> • following three-step oral directions for routines with guidance • recalling oral stories, familiar tunes, songs, and sounds (Note: familiarity with a song, story, or nursery rhyme cannot be assumed) with guidance • answering a variety of questions • providing feedback pertinent to the observation or active listening situation (e.g., "In the story, Maria reminded me of my sister because she is very funny."), or listening for enjoyment (e.g., "I liked how the music changed from loud to quiet and back to loud again.") • describing and explaining visual information (e.g., signs and symbols in the environment, illustrations in literary text) 	Look for . . . <ul style="list-style-type: none"> • following three-step oral directions for routines • recalling oral stories, familiar tunes, songs, and sounds (Note: familiarity with a song, story, or nursery rhyme cannot be assumed) • answering a variety of questions: who, what, when, where, why, whose, yes/no • providing feedback pertinent to the observation or active listening situation (e.g., "In the story, Maria reminded me of my sister because she is very funny."), or listening for enjoyment (e.g., "I liked how the music changed from loud to quiet and back to loud again.") • describing and explaining visual information (e.g., signs and symbols in the environment, illustrations in literary text, diagrams in expository text)

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<p>Processes information from a variety of sources (simple inferences, personal connections, expresses own feelings).</p>	<p>Look for . . .</p> <ul style="list-style-type: none"> • making simple inferences • listening for, identifying, and explaining personal connections to events and/or one's own feelings related to an event with support • identifying various types of mass communication (e.g., television, radio, signs, advertisements, movies) 	<p>Look for . . .</p> <ul style="list-style-type: none"> • making simple inferences • listening for, identifying, and explaining personal connections to events and/or one's own feelings related to an event • identifying various types of mass communication (e.g., television, radio, signs, advertisements, movies)
<p>Interacts effectively with others (uses courteous language, shows respect for others input, contributes to discussion appropriately, stays on topic, describes family similarities and differences).</p>	<p>Look for . . .</p> <ul style="list-style-type: none"> • selecting language that is courteous • identifying and describing different types of speech (e.g., chat, warning, sharing, discussion, and joke) and when each might be used with guidance • allowing others to speak without interrupting • expressing support and acceptance by using positive language in response to others' communication with guidance • beginning to maintain topic introduced by teacher for three conversational turns • initiating and sustaining a conversation with comments and questions in teacher led discussion • seeking and accepting a solution to a group problem with guidance • describing family similarities and differences • identifying and explaining verbal and nonverbal cues used by others with teacher guidance 	<p>Look for . . .</p> <ul style="list-style-type: none"> • selecting language that is courteous • identifying and describing different types of speech (e.g., chat, warning, sharing, discussion, and joke) and when each might be used • talking and listening when appropriate • expressing support and acceptance by using positive language in response to others' communication • responding to the speaker with encouraging nonverbal communication • maintaining topic introduced by teacher for three conversational turns • initiating and sustaining a conversation with comments and questions • seeking and accepting a solution to a group problem • describing family similarities and differences • identifying and explaining verbal and nonverbal cues used by others with teacher guidance

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<p>Presents ideas effectively (identifies audience, selects topic, organizes information, uses visual aids, faces audience, uses appropriate voice and speech patterns).</p>	<p>Look for . . .</p> <p>Understanding how to plan and organize effective oral communication and presentation</p> <ul style="list-style-type: none"> • identifying the audience • selecting a topic to inform or tell a story, with teacher guidance • selecting content from personal knowledge and experience with guidance • organizing information using logical sequence with teacher guidance <p>Understanding how to use media and resources in oral presentations</p> <ul style="list-style-type: none"> • using visual aids (e.g., illustrations, photos, and other items) <p>Applying skills for delivery of effective oral communication and presentations</p> <ul style="list-style-type: none"> • facing audience (not teacher) while speaking with prompt • adapting volume of voice for size of audience depending on feedback and teacher prompts • speaking in complete sentences • speaking clearly and distinctly • using appropriate grammar and syntax for developmental level 	<p>Look for . . .</p> <p>Understanding how to plan and organize effective oral communication and presentation</p> <ul style="list-style-type: none"> • identifying the audience • selecting a topic to inform or tell a story, with teacher guidance • selecting content from personal knowledge and experience • organizing information using logical sequence with teacher guidance <p>Understanding how to use media and resources in oral presentations</p> <ul style="list-style-type: none"> • using visual aids (e.g., illustrations, photos, and other items) <p>Applying skills for delivery of effective oral communication and presentations</p> <ul style="list-style-type: none"> • facing audience (not teacher) while speaking • adapting volume of voice for size of audience depending on feedback • speaking in complete sentences using compound and complex sentence structures • speaking clearly and distinctly • using appropriate grammar and syntax for developmental level
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