

Grade 1

Literature and Informational Texts

Students who are working beyond the standard read at or above a level 24 and consistently exceed the end-of-year standard.

Term	Reads and comprehends a variety of grade level texts. RL.5; RL.7 and RI.7; MA.8.a; RL.9 and RI.9; RL.10 and RI.10
1	Reads and comprehends grade level fiction text (Level 6). Makes predictions using picture and text clues.
2	Reads and comprehends grade level fiction and nonfiction text (Level 10-12). Makes predictions using picture and text clues. Makes connections to text. Explains difference between books that tell stories and books that give information.
3	Reads and comprehends grade level fiction and nonfiction text (Level 16-18). Makes predictions using picture and text clues. Makes connections to text. Explains difference between books that tell stories and books that give information. Identifies characteristics of folktales and/or fairytales. Compares and contrasts the adventures and experiences of characters in stories. Identifies basic similarities and differences between two texts on the same topic.
Term	Asks and answers questions about key details in a text. RL1 and RI.1; RL.3 and RI.3; RL. 6 and RI.6; RL.7 and RI.7;
1	Asks and answers questions about characters, setting, and major events in a grade level story.
2	Asks and answers questions about characters, setting, and major events in a grade level story. Asks and answers questions about non-fiction topics (Social Studies, Science, Math). <i>Also addressed in content area instruction.</i> Identifies the reasons an author gives to support points in a text.

3	Asks and answers questions about characters, setting, and major events in a grade level story. Asks and answers questions about non-fiction topics (Social Studies, Science, Math). <i>Also addressed in content area instruction</i> Identifies the reasons an author gives to support points in a text.
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Term	Retells a story. RL.2 and RI.2
1	Retells grade level stories including key details.
2	Retells grade level stories including key details. Identifies main topic and retells key details of a grade level informational text.
3	Retells grade level stories including key details. Identifies main topic and retells key details of a grade level informational text.

Term	Knows and uses nonfiction text features to locate information in text. RI.5 <i>A rating of "4" is not available for this standard.</i>
1	N/A
2	Knows and uses title, illustrations, photos, labels, maps, caption, bold words, table of contents, and headings.
3	Knows and uses title, illustrations, photos, labels, maps, caption, bold words, table of contents, headings, diagrams, glossary, and index.

Term	Demonstrates independent reading habits. W.10.a
1	Sustains independent reading for a minimum of 10 minutes.
2	Sustains independent reading for a minimum of 15 minutes.
3	Sustains independent reading for a minimum of 20 minutes.

Foundational Skills

Term	Knows and applies grade level phonics and word analysis skills. RF. 2 and RF.3 a-f.
1	Orally blends and segments one syllable words. Reads words with short vowels (CVC) and digraphs (sh, th, ch, wh).
2	Orally blends and segments one syllable words. Reads words with short vowels (CVC) and initial/final blends (CCVC and CVCC). Reads words with silent e.
3	Orally blends and segments one syllable words. Reads words with short vowels (CVC) and initial/final blends (CCVC and CVCC). Reads words with silent e and other long vowel patterns (ai, ay, ee, ea, oa, ui). Reads words with other common vowel combinations (oi, oy, oo, au, aw, ew). Reads words with r-controlled vowels. Reads words with inflectional endings. Begins to decode two-syllable words.

Term	Reads grade one high frequency words. RF. 3g and 3f.
1	Reads 50/100 grade one high frequency words.
2	Reads 75/100 grade one high frequency words.
3	Reads 95/100 grade one high frequency words.

Term	Reads orally with accuracy and fluency. RFS.4b and 4c
1	<p>Reads grade level text accurately. (Level 6)</p> <p>With prompting, uses word-solving strategies (e.g., picture clues, sounding out).</p> <p>Uses context to confirm or self-correct word recognition.</p> <p>Begins to read in short phrases.</p> <p>Begins to attend to punctuation.</p>
2	<p>Reads grade level text accurately with some expression. (Level 10-12)</p> <p>With prompting, uses word-solving strategies (e.g., picture clues, sounding out, chunking, back up and reread, etc.).</p> <p>Uses context to confirm or self-correct word recognition.</p> <p>Reads in short phrases most of the time.</p> <p>Attends to punctuation most of the time.</p>
3	<p>Reads grade level text accurately at an appropriate rate (47+ wpm)*, with some expression. (Level 16-18)</p> <p>Uses word-solving strategies (e.g., picture clues, sounding out, chunking, back up and reread, etc.).</p> <p>Uses context to confirm or self-correct word recognition.</p> <p>Reads in longer phrases most of the time; adjusts rate when necessary.</p> <p>Attends to punctuation most of the time.</p>

*Use reading rate as a guideline. If a student reads slightly below this rate, but reads with appropriate phrasing and attention to punctuation, they may still meet the standard.

Writing

Term	Writes narratives to develop experiences. W.3
1	Writes a story that focuses on one experience or event. Includes supporting details. Sequences events. Provides a simple, but clear beginning.
2	N/A
3	Writes a story that focuses on one experience or event. Includes supporting details. Sequences events using temporal words. Provides a simple, but clear beginning. Provides some sense of closure in the ending. Uses some descriptive words. Uses some variety in sentence beginnings and length.
Term	Writes opinions to support a point of view. W.1
1	N/A
2	Introduces a topic and states an opinion. Supports opinion with a relevant reason. Provides some sense of closure in the ending. Uses some variety of words and sentences.
3	N/A

Term	Writes informative/explanatory texts to convey information. W.2
1	N/A
2	N/A
3	<p>Names a topic and stays focused on the topic most of the time.</p> <p>Develops the topic with relevant facts.</p> <p>Organizes facts in a way that make sense.</p> <p>Provides some sense of closure in the ending.</p> <p>Uses some variety of words and sentences.</p>

Term	Begins to revise and edit. W.5
1	With support, adds details to pictures and/or text.
2	<p>With prompting, adds details.</p> <p>With support, uses an editing checklist.</p>
3	<p>With prompting, adds details and descriptive words.</p> <p>With prompting, uses an editing checklist.</p>

Speaking and Listening

Term	Participates in collaborative discussions SL.1 <i>A rating of "4" is not available for this standard.</i>
1	Follows rules for discussions
2	Follows rules for discussions. With support, adds comments that are on topic.
3	Follows rules for discussions. Adds comments that are on topic.

Term	Asks and answers questions to seek help, get information, or deepen understanding SL 2 and SL.3 <i>A rating of "4" is not available for this standard.</i>
1	With support, asks for clarification and further explanation when needed. With support, asks for help in an appropriate manner. With support, answers questions posed by others.
2	Asks for clarification and further explanation when needed. Asks for help in an appropriate manner. Answers questions posed by others.
3	Asks for clarification and further explanation when needed. Asks for help in an appropriate manner. Answers questions posed by others.

Term	Speaks audibly and expresses thoughts, feelings, and ideas clearly. SL.4 and SL.6 <i>A rating of "4" is not available for this standard.</i>
1	Speaks audibly and clearly. Uses complete sentences when appropriate.
2	Speaks audibly and clearly. Uses complete sentences when appropriate
3	Speaks audibly and clearly. Uses complete sentences when appropriate

Language

Term	Uses learned spelling patterns and high frequency words in daily writing. L.2
1	Spells words with short vowels (cvc) correctly most of the time. Spells 40% of first grade high frequency words.
2	Spells words with short vowels, initial and final consonant blends and digraphs correctly most of the time. Begins to use silent e in long vowel words. Spells 65% of first grade high frequency words. With prompting, uses word wall resources and other environmental print to check and correct spelling.
3	Spells words with short vowels, initial and final consonant blends and digraphs, and silent e correctly most of the time. Begins to spell words with other vowel combinations and r-controlled vowels. Spells 85% of first grade high frequency words. Uses word wall resources and other environmental print to check and correct spelling.

Term	Uses grade level grammar, punctuation, and capitalization in daily writing. L.1 and L.2
1	<p>Uses end punctuation correctly some of the time.</p> <p>Uses capital letters in the first word of a sentence, pronoun “I”, and people’s names some of the time.</p>
2	<p>Uses end punctuation correctly most of the time.</p> <p>Uses capital letters in the first word of a sentence, pronoun “I”, people’s names, and dates most of the time.</p> <p>Uses commas in dates.</p> <p>Begins to use plurals correctly.</p>
3	<p>Uses end punctuation correctly most of the time.</p> <p>Uses capital letters in the first word of a sentence, pronoun “I”, people’s names, and dates most of the time.</p> <p>Uses commas in dates and to separate single words in a series, most of the time.</p> <p>Uses plurals correctly most of the time.</p> <p>Uses simple past, present, and future verb tense correctly, most of the time.</p> <p>Uses a variety of sentences.</p>

Term	Uses correct letter formation and placement to write legibly. L.1.a
1	<p>Forms most letters correctly.</p> <p>Leaves spaces between words, most of the time.</p>
2	<p>Forms letters correctly.</p> <p>Places letters correctly on the line.</p> <p>Leaves spaces between words.</p>
3	<p>Forms letters correctly.</p> <p>Places letters correctly on the line.</p> <p>Leaves spaces between words.</p>

Term	Understands and uses grade-level vocabulary. RI.4; L.4
1	Understands and uses grade level vocabulary.
2	Understands and uses grade level vocabulary. Understands word relationships (synonyms and antonyms).
3	Understands and uses grade level vocabulary. Understands word relationships (synonyms and antonyms). Uses sentence-level context clues to determine the meaning of a word.