First Grade Reading

2014-2015

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| Report Card Indicator: Asks and answers questions about key details, words and phrases in a text | | | | |
| Standards: | RL.1.1, RI.1.1 |  |  |  |
| **Trimester** | **1** | **2** | **3** | **4** |
| **1** | Not assessed this term | | | |
| **2** | Rarely able to ask or answer questions about texts. | With support, beginning to answer questions about grade level texts (Fountas & Pinnel level F-G) or to below level texts only. | Consistently and independently asks and answers questions about grade level texts (Fountas & Pinnel level H). | Extends key concepts including asking and answering questions about above grade level texts (Fountas & Pinnel level J). |
| **3** | Rarely able to ask or answer questions about texts. | With support, beginning to answer questions about grade level texts (Fountas & Pinnel level H-I).or to below level texts only. | Consistently and independently asks and answers questions about grade level texts (Fountas & Pinnell level J). | Extends key concepts including asking and answering questions about above grade level texts (Fountas & Pinnel level L). |

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| Report Card Indicator: Identifies main topic and retells key details of text  Retells story with accuracy | | | | |  |
| Standard: | RI.1.2 |  |  |  |  |
| **Trimester** |  | **1** | **2** | **3** | **4** |
| **1** | Not assessed this term | | | | |
| **2** | Rarely able to retell major details from a text. | | With support, beginning to consistently retell major details from a text. | Consistently and independently retell major details from a text and organize them by heading/topic. | Extends key concepts including retelling major details from a text and organize them by heading/topic in a higher level book. |
| **3** | Rarely able to retell major details from a text. | | With support, beginning to consistently retell major details from a text. | Consistently and independently retell major details from a text and organize them by heading/topic. | Extends key concepts including retelling major details from a text and organizing them by heading/topic in a higher  level book. |

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| Report Card Indicator: Identifies and compares characters, setting and events within a story and between two stories | | | | | | | | |
| Standards: RL.1.3, RL.1.9 | | | | | | | | |
| **Trimester** |  | **1** | **2** | | **3** | | **4** | |
| **1** | Not assessed this term | | | | | | | |
| **2** | Rarely identifies characters, settings and major events in a story. | | | With support, beginning to: -identify characters, settings, and 1-2 major events.  -compares and contrasts characters and topics. | | Consistently and independently  -identifies characters, settings, and 1-2 major events in a grade level text  -compares and contrasts characters and topics.  (Fountas & Pinnel level H). | | Extends key concepts including  -identifying characters, settings, problems and solutions in a higher level text.  -comparing and contrasting characters and topics using colorful and descriptive language.  (Fountas & Pinnel level J+) | |
| **3** | Rarely identifies characters, settings and major events in a story. | | | With support, beginning to: -identify characters, settings, and 1-2 major events.  -compares and contrasts characters and topics. | | Consistently and independently  -identifies characters, settings, and 1-2 major events in a grade level text  -compares and contrasts characters and topics.  (Fountas & Pinnel level J). | | Extends key concepts including  -identifying characters, settings, problems and solutions in a higher level text.  -comparing and contrasting characters and topics using colorful and descriptive language.  (Fountas & Pinnel level L+) | |

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| Report Card Indicator: Reads with comprehension | | | | | |
| Standard: | RL.1.10, RI.1.10 | |  |  |  |
| **Trimester** |  | **1** | **2** | **3** | **4** |
| **1** | Reads at a level B or below. | | Reads at a level C, D or E. | Reads at a level F or G. | Reads at a level H or above. |
| **2** | Reads at a level B or below. | | Reads at a level E or F. | Reads at a level G,H or I . | Reads at a level J or above. |
| **3** | Reads at a level B or below. | | Reads at a level G or H. | Reads at a level I, J or K. | Reads at a level L or above. |

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| Report Card Indicator: Retells story with accuracy | | | | | |
| Standard:: | RL.1.2 |  |  |  |  |
| **Trimester** |  | **1** | **2** | **3** | **4** |
| **1** | Unable or rarely able to retell big events from a story. | | With support, beginning to retell big events from a story. | Consistently and independently  retells big events from a story. | Extends key concepts including retelling big events from a story in sequence - beginning, middle and end. |
| **2** | Unable or rarely able to retell big events from a story in sequence - beginning, middle and end. | | With support, beginning to retell big events from a story in sequence - beginning, middle and end. | Consistently and independently  retells big events from a story, in sequence - beginning, middle and end. | Extends key concepts including retelling events from a story using details, including character, setting, problem and solution. |
| **3** | Unable or rarely able to retell big events from a story in sequence - beginning, middle and end. | | With support, beginning to retell big events from a story in sequence - beginning, middle and end. | Consistently and independently  retells events from a story using details, including character, setting, problem and solution. | Extends key concepts including retelling events from a story using details, including character, setting, problem and solution using a more complex or above- level story. |

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| Report Card Indicator: Describes connections within a text and between two texts | | | | | |
| Standard: | RI 1.3 | |  |  |  |
| **Trimester** |  | **1** | **2** | **3** | **4** |
| **1** | Not assessed this term | | | | |
| **2** | Unable or rarely able to describe the connection between two individuals, events, ideas or pieces of information in a text. | | With support, beginning to describe the connection between two individuals, events, ideas or pieces of information in a text. | Consistently and independently  describes the connection between two individuals, events, ideas or pieces of information in a text. | Extends key concepts including describing the connection between two individuals, events, ideas or pieces of information (Fountas & Pinnel level J+) |
| **3** | Unable or rarely able to describe the connection between two individuals, events, ideas or pieces of information in a text. | | With support, beginning to describe the connection between two individuals, events, ideas or pieces of information in a text. | Consistently and independently  describes the connection between two individuals, events, ideas or pieces of information in a text. | Extends key concepts including describing the connection between two individuals, events, ideas or pieces of information (Fountas & Pinnel level L+)  . |

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| Report Card Indicator: Identifies similarities and differences between two texts on the same topic | | | | | | | | |
| Standard: RI 1.9 | | | |  | |  | |  |
| **Trimester** |  | **1** | **2** | | **3** | | **4** | |
| **1** | Not assessed this term | | | | | | | |
| **2** | Unable or rarely able to identify basic similarities in and differences between two texts on the same topic. | | With support, beginning to identify basic similarities in and differences between two texts on the same topic (e.g.. in illustrations, descriptions, or procedures.) | | Consistently and independently identifies basic similarities in and differences between two texts on the same topic (e.g.. in illustrations, descriptions, or procedures.) | | Extends key concepts including comparing and contrasting the most important points presented by two texts on the same topic in higher level books. | |
| **3** | Unable or rarely able to identify basic similarities in and differences between two texts on the same topic. | | With support, beginning to identify basic similarities in and differences between two texts on the same topic (e.g.. in illustrations, descriptions, or procedures.) | | Consistently and independently identifies basic similarities in and differences between two texts on the same topic (e.g.. in illustrations, descriptions, or procedures.) | | Extends key concepts including comparing and contrasting the most important points presented by two texts on the same topic in higher level books. | |

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| Report Card Indicator: Identifies and explains characteristics of various types of texts | | | | | | |
| Standard: RL1.5 | | | | |  |  |
| **Trimester** |  | **1** | **2** | **3** | | **4** |
| **1** | Not assessed this term | | | | | |
| **2** | Unable to recognize and explain major differences between books that tell stories and books that give information. | | With support, beginning to explain major differences between books that tell stories and books that give information. | Consistently and independently explains the major differences between books that tell stories and books that give information. | | Extends key concepts including  -explaining the major differences between a book that tells a story and a book that gives information in a higher level book.  -describing the overall structure of a story, including how the beginning introduces the story and the ending. |
| **3** | Unable to recognize and explain major differences between books that tell stories and books that give information. | | With support, beginning to explain major differences between books that tell stories and books that give information. | Consistently and independently explains the major differences between books that tell stories and books that give information. | | Extends key concepts including  -explaining the major differences between a book that tells a story and a book that gives information in a higher level book.  -describing the overall structure of a story, including how the beginning introduces the story and the ending. |

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| Report Card Indicator: Identifies words /phrases in stories and poems that suggest feelings or appeal to the senses | | | | | | | | |
| Standard: RL 1.4 | | |  | |  | |  | |
| **Trimester** |  | **1** | | **2** | | **3** | | **4** |
| **1** | Not assessed this term | | | | | | | |
| **2** | Unable or rarely able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | | With support, beginning to identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | Consistently and independently able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | Extends key concepts including identifying words and phrases in stories or poems that suggest feelings or appeal to the senses and describing how words and phrases supply rhythm and meaning ins a story, poem, or song. |
| **3** | Unable or rarely able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | | With support, beginning to identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | Consistently and independently able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | Extends key concepts including identifying words and phrases in stories or poems that suggest feelings or appeal to the senses and describing how words and phrases supply rhythm and meaning ins a story, poem, or song. |

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| Report Card Indicator: Demonstrates stamina during independent reading | | | | | |
| **Trimester** |  | **1** | **2** | **3** | **4** |
| **1** | Unable or rarely able to sustain attention for 10 minutes. | | Student is approaching reading stamina for 10 minutes. | Student consistently sustains attention during independent reading for 10 minutes. | Student consistently sustains attention during independent reading for more than 10 minutes. |
| **2** | Student is unable or rarely able to sustain attention for 15 minutes. | | Student is approaching reading stamina for 15 minutes. | Student consistently sustains attention during independent reading for 15 minutes. | Student consistently sustains attention during independent reading for more than 15 to 20 minutes. |
| **3** | Student is unable or rarely able to sustain attention for 20 minutes. | | Student is approaching reading stamina for 20 minutes. | Student consistently sustains attention during independent reading for 20 minutes. | Student consistently sustains attention during independent reading for more than 20 minutes. |

FOUNDATIONAL SKILLS

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| Report Card Indicator: Knows and applies grade level phonics and word analysis skills in decoding words. | | | | |
| Standards: RF.1.2, RF.1.3 | | | | |
| **Trimester** | **1** | **2** | **3** | **4** |
| **1** | Unable or rarely able to  -recognize the spelling-sound correspondences for common consonant diagraphs.  - decode regularly spelled one-syllable words | With support, beginning to  -recognize the spelling-sound correspondences for common consonant diagraphs.  - decode regularly spelled  one-syllable words | Independently and consistently  -recognizes the spelling-sound correspondences for common consonant diagraphs.  -decodes regularly spelled one-syllable words | Independently and consistently  -recognizes the spelling-sound correspondences for common consonant diagraphs.  -decodes regularly spelled one-syllable words  -recognizes final –e and common vowel team conventions for representing long vowel sounds  -uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word  -decodes two-syllable words following basic patterns by breaking the words into  syllables.  -reads words with inflectional endings. |
| **2** | Unable or rarely able to  -recognize the spelling-sound correspondences for common consonant diagraphs.  - decode regularly spelled  one-syllable words  -recognize final –e and common vowel team conventions for representing long vowel sounds | With support, beginning to  -recognize the spelling-sound correspondences for common consonant diagraphs.  - decode regularly spelled  one-syllable words  -recognize final –e and common vowel team conventions for representing long vowel sounds | Independently and consistently  -recognizes the spelling-sound correspondences for common consonant diagraphs.  -decodes regularly spelled one-syllable words  -recognizes final –e and common vowel team conventions for representing long vowel sounds | Independently and consistently applies the following skills in all daily writing  -recognizes the spelling-sound correspondences for common consonant diagraphs.  -decodes regularly spelled one-syllable words  -recognizes final –e and common vowel team conventions for representing long vowel sounds  -uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word  -decodes two-syllable words following basic patterns by breaking the words into  syllables.  -reads words with inflectional endings. |
| **Trimester** | **1** | **2** | **3** | **4** |
| **3** | With support, beginning to  -recognize the spelling-sound correspondences for common consonant diagraphs.  -decode regularly spelled one-syllable words  -recognize final –e and common vowel team conventions for representing long vowel sounds  -use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word  -decode two-syllable words following basic patterns by breaking the words into syllables.  -read words with inflectional endings. | With support, beginning to  -recognize the spelling-sound correspondences for common consonant diagraphs.  -decode regularly spelled one-syllable words  -recognize final –e and common vowel team conventions for representing long vowel sounds  -use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word  -decode two-syllable words following basic patterns by breaking the words into syllables.  -read words with inflectional endings. | Independently and consistently  -recognizes the spelling-sound correspondences for common consonant diagraphs.  -decodes regularly spelled one-syllable words  -recognizes final –e and common vowel team conventions for representing long vowel sounds  -uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word  -decodes two-syllable words following basic patterns by breaking the words into  syllables.  -reads words with inflectional endings. | Independently and consistently  -distinguishes long and short vowels when reading regularly spelled one-syllable words.  -recognizes spelling-sound correspondences for additional common vowel teams  - decodes regularly spelled two-syllable words with long vowels.  decode words with common prefixes and suffixes.  -identify words with inconsistent but common spelling-sound correspondences. |

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| Report Card Indicator: Reads grade level appropriate irregularly spelled words high frequency words. | | | | |
| Standard: RF1.3  RF.1.3 | | | | |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Rarely reads or recognizes grade level appropriate, irregularly spelled and high frequency words. | With support, beginning to read grade level appropriate, irregularly spelled and high frequency words. | Consistently reads grade level appropriate, irregularly spelled and high frequency words. | Extends key concepts when reading above grade level text. |

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| Report Card Indicator: Reads grade level text with sufficient accuracy and fluency to support comprehension | | | | | |
| Standard:: | RF.1.4 |  |  |  |  |
| **Trimester** |  | **1** | **2** | **3** | **4** |
| **1** | Not assessed this term | | | | |
| **2** | Unable or rarely able to read grade level text accurately, smoothly, and with some expression. | | With support, beginning to read grade level text accurately, smoothly, and with some expression. | Independently reads grade level text accurately, smoothly and with expression (Fountas & Pinnel level H). | Independently reads above grade level text accurately, smoothly and with expression (Fountas & Pinnell level J+). |
| **3** | Unable or rarely able to read grade level text accurately, smoothly, and with some expression. | | With support, beginning to read grade level text accurately, smoothly, and with some expression. | Independently reads grade level text accurately, smoothly and with expression (Fountas & Pinnell level J). | Independently reads above grade level text accurately, smoothly and with expression (Fountas & Pinnell level L+). |

Written Language

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| Report Card Indicator: Generates Ideas | | | |  |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Unable or rarely able to generate ideas. | With support, beginning to generate ideas from experience or imagination. | Consistently and independently generates ideas for writing from experience or imagination. | Extends key concepts including generating ideas for writing from experience, imagination or stories read aloud. |

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| Report Card Indicator: Uses punctuation correctly | | | | | |
| Standard: L.1.2 | | | | | |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Unable or rarely able to  -end sentences with periods.  -use commas in dates and to separate single words and series. | With support, beginning to  -end sentences with periods.  -use commas in dates and to separate single words and series. | Consistently and independently able to  -end sentences with periods.  -use commas in dates and to separate single words and series. | Extends key concepts including  - using end punctuation correctly for all sentence types.  -uses commas in dates, to separate single words and series, and in greetings and closings of letters. |

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| Report Card Indicator: Uses capitalization appropriately | | | | |
| Standard: L.1.2 | |  |  |  |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Unable or rarely able to capitalize dates, names and beginning of sentences. | With support, capitalizes dates, names or beginning of sentences. | Consistently and independently capitalizes dates, names and beginning of sentences. | Extends key concepts including  -capitalizes dates, names and beginning of sentences.  -capitalizing holidays, product names and geographic names. |

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| Report Card Indicator: Forms letter and numerals correctly | | | | |
| Standard: L.1.1 | | | | |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Unable or rarely able to form letters and numerals correctly. | With support, beginning to form letters and numerals correctly. | Independently and consistently forms letters and numerals correctly. | NA |

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| Report Card Indicator: Applies conventions of grammar and usage | | | | |
| Standard: L1.1 | | | | |
| **Trimester** | **1** | **2** | **3** | **4** |
| **ALL** | Unable or rarely able to produce and expand simple and compound declarative, interrogative and exclamatory sentences in response to prompts. | With support, beginning to produce and expand simple and compound declarative, interrogative and exclamatory sentences in response to prompts. | Consistently and independently produces and expand simple and compound declarative, interrogative and exclamatory sentences in response to prompts. | Extends keys concepts including  -producing, expanding and rearranging complete, simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. |

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| Report Card Indicator: Spells grade-level appropriate words correctly, using references as needed | | | | | |
| Standard: | L.1.2 |  |  |  |  |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **ALL** | Unable or rarely able to  -use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  -spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | | With support, beginning to  -use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  -spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | Consistently and independently able to  -use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  -spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | Uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level consulting reference materials, including dictionaries, as needed to check and correct spelling. |

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| Report Card Indicator: Writes complete sentences | | | | | |
| Standards: | L.1.1 |  |  |  |  |
| **Trimester** | **1** | | **2** | **3** | **4** |
| **1** | Unable or rarely able to writes complete sentences. | | With support, beginning to write complete sentences. | Consistently and independently able to form simple sentences. | Extends key concepts by joining words together to form simple and more complex sentences. |
| **2** | Unable or rarely able to writes complete sentences. | | With support, beginning to write complete sentences. | Consistently and independently joins words together to form simple and more complex sentences. | Extends key concepts by joining words together to form simple and more complex sentences; has some sentence variety. |
| **3** | Unable or rarely able to writes complete sentences. | | With support, beginning to write complete sentences. | Consistently and independently joins words together to form simple and more complex sentences. | Extends key concepts by joining words together to form simple and more complex sentences; has some sentence variety. |

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| Report Card Indicator: | | Writes for different purposes (persuade, entertain, inform):  -Formulates and writes an opinion about a topic or book  -Gathers information from sources and experiences to answer a question | | | |  |
| Standards: | W.1.1, W.1.2, W.1.3 | |  |  | |  |
| **Trimester** | **1** | | **2** | **3** | | **4** |
| **1** | Not assessed this term | | | | | |
| **2** | Unable or rarely able to write more than 1-2 sentences for a specific purpose that has been taught. | | With support, beginning to write 2-3 sentences for a specific purpose that has been taught. | Consistently and independently writes four or more sentences for a specific purpose that has been taught. | Extends key concepts by writing several sentences for a specific purpose that has been taught using higher level vocabulary, colorful language, and/or a compositional risk. | |
| **3** | Unable or rarely able to write more than 3 sentences for a specific purpose that has been taught. | | With support, beginning to write 3-4 sentences for a specific purpose that has been taught. | Consistently and independently writes five or more sentences for a specific purpose that has been taught. | Extends key concepts by writing six or more sentences for a specific purpose that has been taught using higher level vocabulary, colorful language, and/or a writing risk. | |

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| Report Card Indicator: Demonstrates stamina in independent writing | | | | |
| **Trimester** | **1** | **2** | **3** | **4** |
| **1** | Unable or rarely able to write for 10 minutes. | Student is approaching writing for 10 minutes. | Student consistently sustains attention during independent writing for 10 minutes. | Student consistently sustains attention during independent writing for more than 10 minutes. |
| **2** | Unable or rarely able to write for 15 minutes. | Student is approaching writing for 15 minutes. | Student consistently sustains attention during independent writing for 15 minutes. | Student consistently sustains attention during independent writing for more than 15 minutes. |
| **3** | Unable or rarely able to write for 20 minutes. | Student is approaching writing for 20 minutes. | Student consistently sustains attention during independent writing for 20 minutes. | Student consistently sustains attention during independent writing for more than 20 minutes. |

SPEAKING AND LISTENING

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| Report Card Indicator: | | Demonstrates listening skills for information and understanding | | | |
| Standards: | SL1.1 | |  |  |  | |
| **Trimester** | **1** | | **2** | **3** | **4** | |
| **ALL** | Unable or rarely able to respond to comments of others through multiple exchanges; student rarely asks questions about information presented orally in order to deepen understanding. | | With support, beginning to respond to comments of others through multiple exchanges; student occasionally asks questions about information presented orally in order to deepen understanding. | Consistently and independently responds to comments of others through multiple exchanges; student asks questions about information presented orally in order to deepen understanding. | Extends key concepts p2by responding to comments of others through multiple exchanges; student restates key elements and asks and answers questions about information presented orally in order to deepen understanding or clarify comprehension . | |

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| Report Card Indicator: | | Expresses ideas clearly and effectively | | |  |  | |
| Standards: | SL1.4 | |  |  | | |  | |
| **Trimester** | **1** | | **2** | **3** | | | **4** | |
| **ALL** | Unable or rarely able to express ideas and comments in clear language and in complete sentences, using correct verb tenses. | | With support, beginning to express ideas and comments in clear language and in complete sentences, using correct verb tenses. | Consistently and independently expresses ideas and comments in clear language and in complete sentences, using correct verb tenses. | | | Extends key concepts by expressing ideas and comments in clear language and in complete sentences, using correct verb tenses subject-verb agreement, and correct use of irregular plural nouns. | |