



Grade 1 English Language Arts
Important Notes

- For a level 3 and 4 in the **Reading: Literature and Informational Text Indicators**, the student must be able to apply the skills specified on the rubric using a grade level text. If a student is reading an above grade level text they still need to demonstrate the specific skills on the rubric to achieve a level 3 or 4.
- For all indicators, the specific skills to incorporate into each score are only listed under “3.” A “4” includes all of the criteria of a 3, plus the additional criteria of a “4”.

Reading: Literature and Informational Text

Report Card Indicator: Answers questions about fiction and/or informational texts				
Standard: RL1.1, RI 1.1				
Trimester	1	2	3	4
1	Unable to answer questions about fiction and/or informational texts	Requires prompting and support to answer questions about fiction and/or informational texts	Independently answers questions about grade level fiction and/or informational texts	Independently and consistently answers such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text

Grade 1 ELA Revised May 2015

2	Unable to answer questions about fiction and/or informational texts	Requires prompting and support to answer questions about fiction and/or informational texts	Independently answers questions about grade level fiction and/or informational texts	Independently and consistently answers such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text
3	Unable to answer questions about fiction and/or informational texts	Requires prompting and support to answer questions about fiction and/or informational texts	Independently answers questions about grade level fiction and/or informational texts	Independently and consistently answers such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text

Report Card Indicator: Retells a story (setting characters, and key events in sequence)				
Standard: RL1.2				
Trimester	1	2	3	4

1	Unable to retell a story in sequence and identify the characters, setting, and key events	Requires prompting and support to retell a story in sequence and identify the characters, setting, and key events	Independently retells a grade level story generally in sequence <ul style="list-style-type: none"> ● Identifies characters ● Setting ● Most key events ● Demonstrates an understanding of the central message or lesson 	Independently and consistently retells a story in sequence and identifies the characters, setting and all important events using key vocabulary and understands central message or lesson
2	Unable to retell a story in sequence and identify the characters, setting, and key events	Requires prompting and support to retell a story in sequence and identify the characters, setting, and key events	Independently retells a grade level story generally in sequence <ul style="list-style-type: none"> ● Identifies characters ● Setting ● Most key events ● demonstrates an understanding of the central message or lesson 	Independently and consistently retells a story in sequence and identifies the characters, setting and all important events using key vocabulary and understands central message or lesson
3	Unable to retell a story in sequence and identify the characters, setting, and key events	Requires prompting and support to retell a story in sequence and identify the characters, setting, and key events	Independently retells a grade level story generally in sequence <ul style="list-style-type: none"> ● Identifies characters ● Setting ● Most key events ● Demonstrates an understanding of the 	Independently and consistently retells a story in sequence and identifies the characters, setting and all important events using key vocabulary and understands central message or lesson

			central message or lesson.	
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Reading: Foundational Skills

Report Card Indicator: Reads learned high frequency words introduced				
Standard: RF1.3				
Trimester	1	2	3	4
1	Reads 0- 49 % high frequency words introduced	Reads 50-79 % high frequency words introduced	Independently reads 80-100 % of the high frequency words introduced	Independently and consistently reads 100% of the high frequency words introduced
2	Reads 0- 49 % high frequency words introduced	Reads 50-79 % high frequency words introduced	Independently reads 80-100 % of the high frequency words introduced	Independently and consistently reads 100% of the high frequency words introduced

Grade 1 ELA Revised May 2015

3	Reads 0- 49 % high frequency words introduced	Reads 50-79 % high frequency words introduced	Independently reads 80-100 % of the high frequency words introduced	Independently and consistently reads 100% of the high frequency words introduced
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Report Card Indicator: Knows and applies grade-level phonics to decode words (including word analysis skills)				
Standard: RF1.2, 1.3				
Trimester	1	2	3	4
1	Unable to apply grade-level phonics and word analysis skills to decode words when reading	Beginning to know and apply grade-level phonics and word analysis skills to decode words when reading	Independently knows and applies grade-level phonics and word analysis skills to decode words when reading <ul style="list-style-type: none"> ● Refer to Foundations Scope and Sequence 	Independently and consistently knows and applies advanced (untaught) phonics and word analysis skills to decode words when reading

Grade 1 ELA Revised May 2015

2	Unable to apply grade-level phonics and word analysis skills to decode words when reading	Beginning to know and apply grade-level phonics and word analysis skills to decode words when reading	Independently knows and applies grade-level phonics and word analysis skills to decode words when reading <ul style="list-style-type: none"> • Refer to Foundations Scope and Sequence 	Independently and consistently knows and applies advanced (untaught) phonics and word analysis skills to decode words when reading
3	Unable to apply grade-level phonics and word analysis skills to decode words when reading	Beginning to know and apply grade-level phonics and word analysis skills to decode words when reading	Independently knows and applies grade-level phonics and word analysis skills to decode words when reading <ul style="list-style-type: none"> • Refer to Foundations Scope and Sequence 	Independently and consistently knows and applies advanced (untaught) phonics and word analysis skills to decode words when reading

Report Card Indicator: Uses strategies to read unknown words				
Standard: RF1.4				
Trimester	1	2	3	4

1	Unable to read unknown words	Requires prompting and support to use strategies to read unknown words	Independently uses strategy(s) to read unknown words such as: <ul style="list-style-type: none"> ● Picture clues ● Letter-sounds ● Chunking ● Student may overly rely on one strategy 	Independently and consistently uses multiple strategies to read unknown words, may include: <ul style="list-style-type: none"> ● Context to confirm ● Self-correcting ● Rereading
2	Unable to read unknown words	Requires prompting and support to use strategies to read unknown words <ul style="list-style-type: none"> ● Student may overly rely on one strategy 	Independently uses strategies to read unknown words such as: <ul style="list-style-type: none"> ● Picture clues ● Letter-sounds ● Chunking ● Rereading <ul style="list-style-type: none"> ● Student may overly rely on one strategy 	Independently and consistently uses multiple strategies to read unknown words, may include: <ul style="list-style-type: none"> ● Context to confirm ● Self-correcting

3	Unable to read unknown words	Requires prompting and support to use strategies to read unknown words <ul style="list-style-type: none"> • Student may overly rely on one strategy 	Independently uses strategies to read unknown words such as: <ul style="list-style-type: none"> • Picture clues • Letter-sounds • Chunking • Rereading • Self-Correcting • Context to Confirm 	Independently and consistently uses multiple strategies to read unknown words
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Report Card Indicator: Reads appropriately to support comprehension (rate, accuracy, expression)				
Standard: RL 1.10 RI.1.10 RF.1.4				
Trimester	1	2	3	4
1	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension

2	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension
3	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension

Writing

Report Card Indicator: Writes for different purposes (persuade, inform, entertain)
Standard: W.1.1 W.1.2 W.1.3

Trimester	1	2	3	4
1	Unable to write for different purposes	Attempts to write for a specific task that has been taught, but does not meet grade-level expectations	<p>Independently writes for different purposes appropriate to grade level standards which may include:</p> <ul style="list-style-type: none"> ● Writes narratives in which they recount two or more appropriately sequenced events including details. ● Writes informative texts in which they name a topic and supply some facts. ● Writes opinion pieces in which they state an opinion and supply a reason for their opinion. ● Provide a concluding statement 	<p>Independently and consistently writes for different purposes and includes:</p> <ul style="list-style-type: none"> ● Details to describe actions, thoughts, and feelings, and temporal words ● Develop points and provide a concluding statement ● Use linking words to connect opinions and reasons

2	Unable to write for different purposes	Attempts to write for a specific task that has been taught, but does not meet grade-level expectations	<p>Independently writes for different purposes appropriate to grade level standards which may include:</p> <ul style="list-style-type: none"> ● Writes narratives in which they recount two or more appropriately sequenced events including details. ● Writes informative texts in which they name a topic and supply some facts. ● Writes opinion pieces in which they state an opinion and supply a reason for their opinion. ● Provide a concluding statement 	<p>Independently and consistently writes for different purposes and includes:</p> <ul style="list-style-type: none"> ● Details to describe actions, thoughts, and feelings, and temporal words ● Develop points and provide a concluding statement ● Use linking words to connect opinions and reasons
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3	Unable to write for different purposes	Attempts to write for a specific task that has been taught, but does not meet grade-level expectations	Independently writes for different purposes appropriate to grade level standards which may include: <ul style="list-style-type: none"> ● Writes narratives in which they recount two or more appropriately sequenced events including details. ● Writes informative texts in which they name a topic and supply some facts. ● Writes opinion pieces in which they state an opinion and supply a reason for their opinion. 	Independently and consistently writes for different purposes and includes: <ul style="list-style-type: none"> ● Details to describe actions, thoughts, and feelings, and temporal words ● Develop points and provide a concluding statement ● Use linking words to connect opinions and reasons ● Provide a concluding statement
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Language Usage

Report Card Indicator: Prints all upper and lower case letters				
Standard: L.1.1				
Trimester	1	2	3	4

Grade 1 ELA Revised May 2015

1	<ul style="list-style-type: none"> ○ Prints a few lowercase letters introduced or does not yet print letters ○ 0-59% 	<ul style="list-style-type: none"> ○ Prints some lowercase letters introduced ○ 60-84% 	<ul style="list-style-type: none"> ○ Prints many lowercase letters introduced ○ 85%-99% 	<ul style="list-style-type: none"> ○ Prints all lowercase and uppercase letters introduced in proper formation ○ 100%
2	<ul style="list-style-type: none"> ○ Prints a few lowercase letters introduced or does not yet print letters ○ 0-59% 	<ul style="list-style-type: none"> ○ Prints some lowercase letters introduced ○ 60-84% 	Consistently prints all upper and lowercase letters	N/A
3	<ul style="list-style-type: none"> ○ Prints a few lowercase letters introduced or does not yet print letters ○ 0-59% 	<ul style="list-style-type: none"> ○ Prints some lowercase letters introduced ○ 60-84% 	Consistently prints all upper and lowercase letters	N/A

Report Card Indicator: Demonstrates understanding of capitalization and punctuation

Standard: L.1.2

Trimester	1	2	3	4
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1	Unable to apply grade level conventions of capitalization and punctuation	With prompting and support, can apply grade level conventions of capitalization and punctuation	Independently applies grade level conventions of capitalization and punctuation some of the time	Independently and consistently applies grade level conventions of capitalization and punctuation most of the time
2	Unable to apply grade level conventions of capitalization and punctuation	With prompting and support, can apply grade level conventions of capitalization and punctuation	Independently applies grade level conventions of capitalization and punctuation some of the time	Independently and consistently applies grade level conventions of capitalization and punctuation most of the time
3	Unable to apply grade level conventions of capitalization and punctuation	With prompting and support, can apply grade level conventions of capitalization and punctuation	Independently applies grade level conventions of capitalization and punctuation some of the time	Independently and consistently applies grade level conventions of capitalization and punctuation most of the time

Report Card Indicator: Applies spelling skills introduced				
Standard: L.1.2				
Trimester	1	2	3	4
1	Unable to apply spelling skills introduced	Requires prompting and support to apply spelling skills introduced	Independently applies spelling skills introduced	Independently and consistently applies taught (and untaught) spelling skills
2	Unable to apply spelling skills introduced	Requires prompting and support to apply spelling skills introduced	Independently applies spelling skills introduced	Independently and consistently applies taught (and untaught) spelling skills
3	Unable to apply spelling skills introduced	Requires prompting and support to apply spelling skills introduced	Independently applies spelling skills introduced	Independently and consistently applies taught (and untaught) spelling skills

Speaking and Listening

Report Card Indicator: Participates in collaborative conversations	
Standard: SL1.1	

Trimester	1	2	3	4
1	Unable to engage in effective, collaborative conversations	Limited ability to engage in effective, collaborative conversations	Effectively engages in collaborative conversations <ul style="list-style-type: none"> ● Listens to others with care and respect ● Speaks one at a time ● Follows agreed upon rules for discussions 	Independently and consistently engages in collaborative conversations <ul style="list-style-type: none"> ● Build on others' talk in conversations
2	Unable to engage in effective, collaborative conversations	Limited ability to engage in effective, collaborative conversations	Effectively engages in collaborative conversations <ul style="list-style-type: none"> ● Listens to others with care and respect ● Speaks one at a time ● Follows agreed upon rules for discussions ● Build on others' talk in conversations 	Independently and consistently engages in collaborative conversations <ul style="list-style-type: none"> ● Asks questions to clear up any confusion about the topics through multiple exchanges

3	Unable to engage in effective, collaborative conversations	Limited ability to engage in effective, collaborative conversations	Effectively engages in collaborative conversations <ul style="list-style-type: none">● Listens to others with care and respect● Speaks one at a time● Follows agreed upon rules for discussions● Build on others' talk in conversations	Independently and consistently engages in collaborative conversations <ul style="list-style-type: none">● Asks questions to clear up any confusion about the topics through multiple exchanges
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