

Grading Benchmarks – 1st GRADE

READING LITERATURE AND INFORMATIONAL TEXT

Reads and comprehends grade-level texts

Trimester	1	2	3	4
All	Student is still developing reading skills utilizing below grade-level texts	Student is approaching fluency and satisfactory comprehension of grade-level texts	Student reads grade-level texts fluently with satisfactory or excellent comprehension	Student reads above grade-level texts fluently with satisfactory or excellent comprehension

Uses a variety of strategies to comprehend and analyze text

Trimester	1	2	3	4
All	Rarely or never uses effective strategies to comprehend and analyze text	Inconsistently uses strategies to comprehend and analyze text	Consistently uses a variety of strategies to comprehend and analyze grade-level text	Consistently uses a variety of strategies to comprehend and analyze above grade-level text

Uses evidence when discussing or writing about text

Trimester	1	2	3	4
All	Rarely or never demonstrates understanding of a text; does not or rarely refer(s) explicitly to the text as the basis for answers	Inconsistently demonstrates understanding of a text, referring explicitly to the text as the basis for answers	Consistently demonstrates understanding of a text, referring explicitly to the text as the basis for answers	Consistently demonstrates understanding of an above grade-level text, referring explicitly to the text as the basis for answers

Identifies the main topic and retells key details in texts

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> retells stories, including key details nor demonstrates understanding of their central message or lesson identifies the main topic nor retells key details of an informational text 	<p>Inconsistently</p> <ul style="list-style-type: none"> retells stories, including key details, and demonstrates understanding of their central message or lesson identifies the main topic and retells key details of an informational text 	<p>Consistently</p> <ul style="list-style-type: none"> retells stories, including key details, and demonstrates understanding of their central message or lesson identifies the main topic and retells key details of an informational text 	<p>Consistently</p> <ul style="list-style-type: none"> retells stories, including key details, and demonstrates understanding of their central message or lesson of an above grade-level text identifies the main topic and retells key details of an above grade-level informational text

Grading Benchmarks – 1st GRADE

FOUNDATIONAL SKILLS: PHONICS, SIGHT WORDS AND FLUENCY

Demonstrates understanding of spoken words, syllables, and sounds (phonemes)

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> • Distinguishes long from short vowel sounds in spoken, single-syllable words • Orally produces single-syllable words by blending sounds, including consonant blends • Isolates and pronounces initial, medial vowel and final sounds in spoken single-syllable words • Segments spoken single-syllable words into their complete sequence of individual sounds 	<p>Sometimes</p> <ul style="list-style-type: none"> • Distinguishes long from short vowel sounds in spoken, single-syllable words • Orally produces single-syllable words by blending sounds, including consonant blends • Isolates and pronounces initial, medial vowel and final sounds in spoken single-syllable words • Segments spoken single-syllable words into their complete sequence of individual sounds 	<p>Most of the time</p> <ul style="list-style-type: none"> • Distinguishes long from short vowel sounds in spoken, single-syllable words • Orally produces single-syllable words by blending sounds, including consonant blends • Isolates and pronounces initial, medial vowel and final sounds in spoken single-syllable words • Segments spoken single-syllable words into their complete sequence of individual sounds 	<p>All of the time</p> <ul style="list-style-type: none"> • Distinguishes long from short vowel sounds in spoken, single-syllable words • Orally produces single-syllable words by blending sounds, including consonant blends • Isolates and pronounces initial, medial vowel and final sounds in spoken single-syllable words • Segments spoken single-syllable words into their complete sequence of individual sounds

Uses multiple strategies to read words in context (pictures, context, phonics)

Trimester	1	2	3	4
All	Rarely or never uses multiple strategies to read text (pictures, context, phonics)	Inconsistently uses multiple strategies to read text (pictures, context, phonics)	Consistently uses multiple strategies to read text (pictures, context, phonics)	Consistently uses multiple strategies to read above grade-level texts (pictures, context, phonics)

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Knows and applies grade-level phonics and word analysis skills in decoding words

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> Decodes regularly spelled one-syllable words Knows 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 by following basic patterns by breaking the words into syllables Reads words with inflectional endings Recognizes and reads grade-appropriate irregularly spelled words 	<p>Inconsistently</p> <ul style="list-style-type: none"> Decodes regularly spelled one-syllable words Knows 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 by following basic patterns by breaking the words into syllables Reads words with inflectional endings Recognizes and reads grade-appropriate irregularly spelled words 	<p>Consistently</p> <ul style="list-style-type: none"> Decodes regularly spelled one-syllable words Knows 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 by following basic patterns by breaking the words into syllables Reads words with inflectional endings Recognizes and reads grade-appropriate irregularly spelled words 	<p>Consistently</p> <ul style="list-style-type: none"> Achieves requirements for a “3” Distinguishes long and short vowels when reading regularly spelled one-syllable words Decodes regularly spelled two-syllable words with long vowels Decodes words with common prefixes and suffixes

Reads high-frequency words

Trimester	1	2	3	4
Fall	Reads 37 words or less	Reads 38-64 words	Reads 65-89 words	Reads 90-100 words
Winter	Reads 54 words or less	Reads 55-79 words	Reads 80-99 words	Reads 100 words
Spring	Reads 74 words or less	Reads 75-99 words	Reads 100 words	Reads more than 100

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WRITING AND LANGUAGE

Writes grade-appropriate pieces (opinion, informative, narrative)

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> • Rarely or never begins a narrative appropriately or states the main idea or an opinion • Rarely or never provides details (e.g. facts, events, or reasons) • Does not provide closure • Does not use temporal/transitional words 	<ul style="list-style-type: none"> • Inconsistently begins a narrative appropriately or states the main idea or an opinion • provides some details (e.g. facts, events, or reasons) • Attempts to provide closure • Inconsistently uses temporal/transitional words 	<ul style="list-style-type: none"> • Consistently begins a narrative appropriately or states the main idea or an opinion • Consistently provides details (e.g. facts, events, or reasons) • Provides a sense of closure • Consistently uses temporal/transitional words 	<ul style="list-style-type: none"> • Skillfully begins a narrative or states the main idea or an opinion • Well-elaborated details (e.g. facts, events, or reasons) • Provides clear closure • Skillfully uses temporal/transitional words and phrases

Uses developmental spelling or phonic-based knowledge to spell independently

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> • Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions 	<p>Inconsistently</p> <ul style="list-style-type: none"> • Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions 	<p>Consistently</p> <ul style="list-style-type: none"> • Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions 	<p>Consistently</p> <ul style="list-style-type: none"> • Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions • Generalizes learned spelling patterns when writing words

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Uses appropriate language conventions

Trimester	1	2	3	4
All	<p>Incorrectly</p> <ul style="list-style-type: none"> • Capitalizes dates and names of people • Uses end punctuation for sentences • Uses commas in dates and to separate single words in a series 	<p>Some of the time</p> <ul style="list-style-type: none"> • Capitalizes dates and names of people • Uses end punctuation for sentences • Uses commas in dates and to separate single words in a series 	<p>Most of the time</p> <ul style="list-style-type: none"> • Capitalizes dates and names of people • Uses end punctuation for sentences • Uses commas in dates and to separate single words in a series 	<p>All of the time</p> <ul style="list-style-type: none"> • Capitalizes dates and names of people • Uses end punctuation for sentences • Uses commas in dates and to separate single words in a series

SPEAKING & LISTENING

Clearly expresses and describes ideas and feelings

Trimester	1	2	3	4
All	<p>Rarely or never expresses and describes ideas and feelings clearly while participating in collaborative conversations about grade 1 topics and texts with peers and adults</p>	<p>Expresses and describes ideas and feelings clearly while participating in collaborative conversations about grade 1 topics and texts with peers and adults some of the time</p>	<p>Expresses and describes ideas and feelings clearly while participating in collaborative conversations about grade 1 topics and texts with peers and adults most of the time</p>	<p>Expresses and describes ideas and feelings clearly while participating in collaborative conversations about grade 1 topics and texts with peers and adults all of the time</p>