

Topic: Reading Foundational 1st Grade	
Score	Description: Phonological Awareness (RF.1.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Identify when a particular sound in a passage or group of words (for example, when listening to the teacher read a sentence aloud, raise a hand for a particular letter or letter-pair sound and identify the word the sound came from).
3	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and phonemes. <ul style="list-style-type: none"> • a. Distinguish long from short vowel sounds in spoken single-syllable words. • b. Orally produce single-syllable words by blending phonemes, including consonant blends. • c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. • d. Orally segment single-syllable words into their complete sequence of individual phonemes.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • consonant, consonant blend, syllable, vowel, phoneme, and sound <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • a. Identify long and short vowel sounds in spoken single-syllable words. (in cape the a says its name) • b. Orally produce single-syllable words by blending phonemes but can't blend consonant blends. • c. Isolate and produce the initial, and either the medial vowel, or final phonemes in spoken single-syllable words. • d. Blend two consonants to make a consonant blend (for example, combine /g/ and /r/ into the spoken sound gr. Blend a vowel and a consonant • Blend two parts of a word together (for example combine (/gr/ and /en/) into the spoken word green).
1	No understanding of the standard is demonstrated.

Topic: Reading Foundational 1st Grade	
Score	Description: Phonics & Word Recognition (RF.1.3)
4	<p>In addition to meeting all level 3 scores, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Self-correct errors • Determine or clarify the meaning of unknown words, multiple-meaning words, and phrases based on Grade 1 reading content, choosing flexibility from a variety of strategies (RL.1.11 & RI.1.11) • Mastery of all 60 sight words
3	<p>The student will:</p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Know the sound-spelling correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team patterns for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Use vowel patterns to decode two-syllable words by breaking the words into syllables. f. Read words with inflectional endings (e.g., makes, walked, ended, played, going). g. Recognize and read grade-appropriate words.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • sound-spelling, consonant digraph (sh, wh, th, ch, ng), decode one-syllable words, vowels, vowel team patterns (ee, ea, ai, ay, oa, ow, oe, igh), long vowels, syllable, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> a. Know the sound-spelling correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. d. Recognize and read between 1-39 grade-appropriate sight words.
1	No understanding of the standard is demonstrated.

Topic: Reading Foundational 1st Grade	
Score	Description: Fluency (RF.1.4)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Read above-grade level text (>165 Lexile) with purpose and understanding • Read above-grade level text (>165 Lexile) orally with accuracy, appropriate rate, and expression on successive readings. • Read above-level text (>165 Lexile) using context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • a. Read on-level text with purpose and understanding. • b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • accuracy, rate, expression, fluency, text, reread, understanding, retell, comprehend <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Reading below-grade level text (<165 Lexile) with purpose and understanding • Reading below-grade level text orally with accuracy, appropriate rate, and expression on successive readings. • Reading below-grade level text using context to confirm or self-correct word recognition and understanding, rereading as necessary.
1	No understanding of the standard is demonstrated.

Topic: Reading Literature 1st Grade	
Score	Description: Describes Key Ideas and Details in a Text (RL. 1.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Providing evidence from the text to support the standard. • Compare & contrast the adventures and experiences of characters in stories (RL.1.9)
3	<p>The student will read a literature text and:</p> <ul style="list-style-type: none"> • Describe character, settings, and major events in a story, using key details.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • characters, setting, events, details <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Describe character, settings, and major events using key details in a story read aloud to the student. • Identify characters, setting, and at least one event that answer who, what, when, and where. (RL.1.2) • Retells/Identifies the beginning, middle, and end of a story. (RL.1.2) • Identify key details that describe a character. (RL.1.1) • Ask and answer questions about details in a text (RL.1.1)
1	No understanding of the standard is demonstrated.

Topic: Reading- Informational 1st Grade	
Score	Description: Main Topic and Retell Key Details of Text (RI.1.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)
3	<p>The student will read an informational text and:</p> <ul style="list-style-type: none"> • Identify the main topic and retell key details of a text.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • key details, main idea, topic, questions <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify the main topic and retell key details of a text that is read aloud. • Ask & answer questions about key details in a text (RI.1.1) • Restates the main topic for the text. • Identify at least one key detail from the text.
1	No understanding of the standard is demonstrated.

Topic: Writing 1st Grade	
Score	Description: Opinion (W.1.1)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <p>Student writes an opinion piece that includes:</p> <ul style="list-style-type: none"> • introduce the topic and states opinion • supplies more than one reason that matches their opinion • provides closure that restates their opinion
3	<p>The student will:</p> <ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • topic, opinion, reason, closure, introduction, persuade, explanation <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Student writes opinion pieces that... <ul style="list-style-type: none"> ○ has an implied topic or is missing a topic ○ supplies a reason that does not match the opinion or does not supply a reason ○ provides a closure that does not match their opinion or is missing a closure • Can draw, dictate or write (picture supported with words) about the topic
1	No understanding of the standard is demonstrated.

Topic: Writing 1st Grade	
Score	Description: Information (W.1.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <p>Student writes informative/explanatory texts that...</p> <ul style="list-style-type: none"> • introduce the topic • supplies more than two facts that teach information about the topic • provides closure that restates their topic
3	<p>The student will:</p> <ul style="list-style-type: none"> • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • informational, nonfiction, explanatory, topic, main idea, facts, sequencing, temporal words (first, next, then, after, last, etc...), introduction, closure <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Student writes informative/explanatory texts that... <ul style="list-style-type: none"> ○ has an implied topic or is missing a topic ○ supplies a fact or the facts do not match the topic ○ provides a closure that does not match the topic or is missing closure • Can draw, dictate or write (picture supported with words) about the topic
1	No understanding of the standard is demonstrated.

Topic: Writing 1st Grade	
Score	Description: Narrative (W.1.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <p>Student writes narrative pieces that...</p> <ul style="list-style-type: none"> • introduces characters and setting in the beginning • recounts more than two appropriately sequenced events • includes vivid details regarding what happened • uses a variety of temporal words to signal event order • provides an effective closure to signal the end of the event
3	<p>The student will:</p> <ul style="list-style-type: none"> • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • main idea, beginning, middle, end, sequence, details, <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Student writes narrative pieces that... <ul style="list-style-type: none"> ○ recounts an event ○ includes a detail regarding what happened ○ may be missing closure or conclusion • Can draw, dictate or write (picture supported with words) about the topic
1	No understanding of the standard is demonstrated.

Topic: Writing 1st Grade	
Score	Description: Grammar (W.1.10)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • prints all upper- & lowercase letters correctly on the line (able to distinguish between tall, small, long letters) • uses frequently-occurring irregular verbs (ex: was/were, been, came, etc.) • produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in their writing
3	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing. <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns when writing. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my). e. Use verbs to convey a sense of past, present and future when writing. f. Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing. g. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • capitol, lower case, punctuation, period, question, exclamation, <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • print upper- & lowercase letters (may include reversals - b/d/p/q, s/z) • inappropriate use of nouns • inappropriate subject-verb agreement • uses personal, possessive, and indefinite pronouns (e.g., I, me, my) • inappropriate/inconsistent use of verb tense • infrequent use of adjectives, conjunctions, articles, or prepositions when writing • produces simple sentences in their writing and/or in response to prompts
1	No understanding of the standard is demonstrated.

Topic: Writing 1st Grade	
Score	Description: Conventions (W.1.11)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Capitalizes proper nouns • Use a variety of punctuation for sentences (. ? !) • Use commas after temporal words (ex: first, next, then, last) • Correctly spells frequently-occurring irregular words and untaught words
3	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • capitol, lower case, punctuation, period, question, exclamation, <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • capitalizes the first word in a sentence and the pronoun “I” • uses end punctuation (may only have punctuation at the end of their writing or uses punctuation at the end of every line) • uses spaces between words • spells untaught words phonetically
1	No understanding of the standard is demonstrated.