



Grade 1 ELA Rubric

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Foundational Skills

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Phonological Awareness (R.F.1.2) Phoneme Blending & Segmenting: Puts together and breaks apart sounds in words			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> listen to individual sounds in words and put them together to say the word including blends (ex: /f l/ /a/ /t/ makes flat) break a word into individual sounds including blends (ex: flat has the sounds /f l/ /a/ /t/) 	<ul style="list-style-type: none"> listens to individual sounds in words and puts them together to say the word including blends (ex: /f l/ /a/ /t/ makes flat) but is unable to break a word into individual sounds including consonant blends (ex: flat has the sounds /f l/ /a/ /t/) 	<ul style="list-style-type: none"> listens to individual sounds in words and puts them together to say the word including blends (ex: /f l/ /a/ /t/ makes flat) able to break a word into individual sounds including blends (ex: flat has the sounds /f l/ /a/ /t/)
Phonological Awareness (R.F.1.2) Tells the difference between long and short vowels in spoken single-syllable words			
1			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> listen and tell the difference between long and short vowel sounds in spoken single-syllable words 	<ul style="list-style-type: none"> listens and tells the difference between long and short vowel sounds in spoken single-syllable words 	<ul style="list-style-type: none"> listens and tells the difference between long and short vowel sounds in spoken single-syllable words
Print Concepts (R.F.1.1) Understands the organization and basic features of print (capitalization, punctuation)			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> recognize distinguishing features of a sentence (ex: first word, capitalization, ending punctuation) 	<ul style="list-style-type: none"> recognizes distinguishing features of a sentence (ex: first word, capitalization, ending punctuation) 	<ul style="list-style-type: none"> recognizes distinguishing features of a sentence (ex: first word, capitalization, ending punctuation)

Word Recognition (R.F.1.3)

Reads common grade level high frequency words

[Red Word Assessment](#)

1	shows limited progress or is unable to <ul style="list-style-type: none">• read 12 common high frequency words by sight (below 40% mastery of the <i>Layer 1 Red Word List</i>)	• reads 12-23 common high frequency words by sight (based on 40-79% mastery of the <i>Layer 1 Red Word List</i>)	• reads 24-30 common high frequency words by sight (80-100% mastery of <i>Layer 1 Red Word List</i>)
2, 3	shows limited progress or is unable to <ul style="list-style-type: none">• read less than 25 common high frequency words by sight (below 40% mastery of the <i>Layer 1 and Layer 2 Red Word List</i>)	• reads 25-49 common high frequency words by sight (based on 40-85% mastery of the <i>Layer 1 and Layer 2 Red Word List</i>)	• reads 50-62 common high frequency words by sight (80-100% mastery of <i>Layer 1 and Layer 2 Red Word List</i>)

Word Recognition (R.F.1.3)

Writes common grade level high frequency words

[Red Word Assessment](#)

1			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none">• write less than 25 common high frequency words by sight (below 40% mastery of the <i>Layer 1 and Layer 2 Red Word List</i>)	• writes 25-49 common high frequency words by sight (based on 40-85% mastery of the <i>Layer 1 and Layer 2 Red Word List</i>)	• writes 50-62 common high frequency words by sight (80-100% mastery of <i>Layer 1 and Layer 2 Red Word List</i>)

Phonics Recognition (R.F.1.3)

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

1	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> • apply sounds for common consonant digraphs (2 letters that make one sound) when reading words • read regularly spelled one-syllable words 	<ul style="list-style-type: none"> • identifies or reads common consonant digraphs (2 letters that make one sound) • reads regularly spelled one-syllable words 	<ul style="list-style-type: none"> • identifies and reads common consonant digraphs (2 letters that make one sound) • reads regularly spelled one-syllable words
2	<ul style="list-style-type: none"> • apply the sounds for common consonant digraphs (2 letters that represent one sound) when reading words • read regularly spelled two-syllable words by breaking words into syllables 	<ul style="list-style-type: none"> • apply the sounds for common consonant digraphs (2 letters that represent one sound) when reading word • read regularly spelled two- syllable words by breaking words into syllables 	<ul style="list-style-type: none"> • applies the sounds for common consonant digraphs (2 letters that make one sound) when reading words determine the number of syllables in a printed word • read two-syllable words by breaking words into syllables
3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> • apply grade-level and word analysis skills when reading: <ul style="list-style-type: none"> ○ common consonant digraphs (2 letters that make one sound) ○ inflectional endings ○ final-e ○ vowel teams • read two-syllable words by breaking words into syllables 	<ul style="list-style-type: none"> • apply grade-level and word analysis skills when reading: <ul style="list-style-type: none"> ○ common consonant digraphs (2 letters that make one sound) ○ inflectional endings ○ final-e ○ vowel teams • read two-syllable words by breaking words into syllables 	<ul style="list-style-type: none"> • applies grade-level and word analysis skills when reading: <ul style="list-style-type: none"> ○ common consonant digraphs (2 letters that make one sound) ○ inflectional endings ○ final-e ○ vowel teams • read two-syllable words by breaking words into syllables

Fluency (RF.1.4)

Reads with accuracy and fluency to support comprehension

1, 2, 3	<ul style="list-style-type: none"> • read word by word with slow rate • unable to self-correct words 	<ul style="list-style-type: none"> • reads primarily 2 word phrases with slow rate • monitors reading and self-corrects words 	<ul style="list-style-type: none"> • reads primarily in 3 or 4 word phrases with <ul style="list-style-type: none"> ○ some smooth expression guided by author's meaning and punctuation ○ mostly appropriate stress and rate • monitors reading and self-corrects words
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Reading Literature

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Key Ideas and Details (R.L.1.1, R.L.1.2, R.L.1.3) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5 Demonstrates comprehension of a story			
1, 2	shows limited progress or is unable to <ul style="list-style-type: none"> answer questions about key details in a text retell stories identify characters and settings 	<ul style="list-style-type: none"> asks and answers some questions about key details retells, including details describes characters and settings 	<ul style="list-style-type: none"> asks and answers questions about key details <ul style="list-style-type: none"> what happens or is said in the text which words, pictures, and sentences help me retells, including details and demonstrates an understanding of the story message describes characters, settings and major events using details
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		
Craft and Structure (R.L.1.4, R.L.1.5, RL.1.6) Unit 1, Unit 4, Vocabulary Lessons Identifies and explains differences between types of texts (fiction, poetry)			

1, 2	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> identify words in stories or poems that suggest feeling recognize common types of text (storybooks, poems) with prompting and support, name the author and illustrator of a story 	<ul style="list-style-type: none"> identify words in stories or poems that suggest feeling explain major differences between books that tell stories and books that give information. identify who is telling the story 	<ul style="list-style-type: none"> identifies words and phrases in stories or poems that suggest feelings explains major differences between books that tell stories and books that give information. identifies who is telling the story at various points in a text.
3	<p><i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i></p>		

Reading Informational

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Key Ideas and Details (RI.1.1, RI.1.2, RI.1.3) Unit 5, Unit 6, Unit 7, Unit 8 Demonstrates comprehension of a text			
1			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> answer questions about key details in a text identify the main topic and retell key details of a text 	<ul style="list-style-type: none"> asks and answers some questions about key details in a text identifies the main topic and retell some key details of a text 	<ul style="list-style-type: none"> asks and answers questions about key details in a text. identifies the main topic and retells key details of a text describes the connection between two individuals, events, ideas or pieces of information in a text
Craft and Structure (R.I.1.4, R.I.1.5, R.I.1.6) Unit 7, Unit 8 Uses information from the text to comprehend			
1, 2			
3	shows limited progress or is unable to <ul style="list-style-type: none"> identify unknown words or phrases to determine meaning use text features to locate information (ex: headings, table of contents, glossaries, etc) 	<ul style="list-style-type: none"> identifies some unknown words or phrases and at times uses additional words, phrases or illustrations in the text to determine meaning knows and uses some text features to locate information (ex: headings, table of contents, glossaries, etc) 	<ul style="list-style-type: none"> identifies unknown words or phrases and uses additional words, phrases, or illustrations in the text to determine meaning knows and uses various text features to locate information (ex: headings, table of contents, glossaries, etc)

Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Uses Grade Appropriate Writing Skills for Various Purposes (W1.1, W.1.2, W.1.3)			
1	shows limited progress or is unable to <ul style="list-style-type: none"> write for various purposes 	<ul style="list-style-type: none"> write one or two sentences for various purposes 	<ul style="list-style-type: none"> writes multiple sentences for various purposes using sentences that contain a complete thought
Applies Grammar and Usage When Writing (L.1.1)			
1	shows limited progress or is unable to <ul style="list-style-type: none"> use upper and lowercase letters correctly uses nouns, verbs and adjectives use conjunctions to combine words, phrases or sentences use a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory) 	<ul style="list-style-type: none"> uses upper and lowercase letters correctly uses nouns, verbs and adjectives uses conjunctions to combine words, phrases or sentences uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory) 	<ul style="list-style-type: none"> uses upper and lowercase letters correctly when writing uses nouns, verbs and adjectives uses conjunctions to combine words, phrases or sentences uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)
Applies Capitalization, Punctuation, and Spelling when Writing (L1.2)			
1	shows limited progress or is unable to <ul style="list-style-type: none"> use capitals or punctuation correctly write beginning, middle or end sounds to represent words 	<ul style="list-style-type: none"> uses capitals or punctuation correctly writes beginning, middle and end sounds to represent words, using approximated or conventional spelling 	<ul style="list-style-type: none"> uses capitals and punctuation correctly uses grade-appropriate spelling

Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Narrative (W.1.3)			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> communicate ideas writes a personal narrative, depicting a true story from the writer's own life 	<ul style="list-style-type: none"> communicates ideas writes a personal narrative, depicting a true story from the writer's own life 	<ul style="list-style-type: none"> communicates ideas and stays on topic writes a personal narrative, depicting a true story from the writer's own life connects one idea to the next, using a beginning, middle and end with transition words to show the order of events includes details about feelings and varied, descriptive vocabulary
Applies Grammar and Usage When Writing (L.1.1)			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> use upper and lowercase letters correctly uses nouns, verbs and adjectives use conjunctions to combine words, phrases or sentences use a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory) 	<ul style="list-style-type: none"> use upper and lowercase letters correctly uses nouns, verbs and adjectives uses conjunctions to combine words, phrases or sentences uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory) 	<ul style="list-style-type: none"> uses upper and lowercase letters correctly when writing uses nouns, verbs and adjectives uses conjunctions to combine words, phrases or sentences uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)
Applies Capitalization, Punctuation, and Spelling when Writing (L1.2)			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> uses capitals and punctuation correctly write beginning, middle or end sounds to represent words 	<ul style="list-style-type: none"> uses capitals and punctuation correctly writes beginning, middle and end sounds to represent words, using approximated or conventional spelling 	<ul style="list-style-type: none"> uses capitals and punctuation correctly uses grade-appropriate spelling

Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Informational, Non-fiction (W.1.2)			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> communicate ideas use elements of the nonfiction genre 	<ul style="list-style-type: none"> communicates ideas Shows some elements of nonfiction genre: <ul style="list-style-type: none"> true information on a topic opening and closing 	<ul style="list-style-type: none"> communicates ideas and stays on topic shows elements of nonfiction genre: <ul style="list-style-type: none"> providing true information on a topic opening and closing connects one idea to the next
Applies Grammar and Usage When Writing (L.1.1)			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> use upper and lowercase letters correctly uses nouns, verbs and adjectives use conjunctions to combine words, phrases or sentences use a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory) 	<ul style="list-style-type: none"> use upper and lowercase letters correctly uses nouns, verbs and adjectives uses conjunctions to combine words, phrases or sentences uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory) 	<ul style="list-style-type: none"> uses upper and lowercase letters correctly when writing uses nouns, verbs and adjectives uses conjunctions to combine words, phrases or sentences uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)
Applies Capitalization, Punctuation, and Spelling when Writing (L1.2)			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> uses capitals and punctuation correctly write beginning, middle or end sounds to represent words 	<ul style="list-style-type: none"> uses capitals and punctuation correctly writes beginning, middle and end sounds to represent words, using approximated or conventional spelling 	<ul style="list-style-type: none"> uses capitals and punctuation correctly uses grade-appropriate spelling

Writing and Language: Trimester 3

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Opinion (W1.1)			
3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> communicate ideas state opinion clearly 	<ul style="list-style-type: none"> communicates ideas shows some elements of the opinion writing genre: <ul style="list-style-type: none"> stating opinion one reason to support opinion closing sentence that restates the opinion 	<ul style="list-style-type: none"> communicates ideas and stays on topic shows elements of the opinion writing genre: <ul style="list-style-type: none"> stating opinion one reason to support opinion closing sentence that restates opinion connects one idea logically to the next and shows individual expression and/or creativity
Applies Grammar and Usage When Writing (L.1.1)			
3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> use upper and lowercase letters correctly uses nouns, verbs and adjectives use conjunctions to combine words, phrases or sentences use a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory) 	<ul style="list-style-type: none"> use upper and lowercase letters correctly uses nouns, verbs and adjectives uses conjunctions to combine words, phrases or sentences uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory) 	<ul style="list-style-type: none"> uses upper and lowercase letters correctly when writing uses nouns, verbs and adjectives uses conjunctions to combine words, phrases or sentences uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)
Applies Capitalization, Punctuation, and Spelling when Writing (L1.2)			
3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> uses capitals and punctuation correctly write beginning, middle or end sounds to represent words 	<ul style="list-style-type: none"> uses capitals and punctuation correctly writes beginning, middle and end sounds to represent words, using approximated or conventional spelling 	<ul style="list-style-type: none"> uses capitals and punctuation correctly uses grade-appropriate spelling

Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Understands and applies new vocabulary (L.1.4, 1.6)			
1, 2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> determine the meaning of unknown words use words and phrases acquired through conversations, reading or being read to 	<ul style="list-style-type: none"> determines the meaning of unknown and multiple-meaning words and phrases on grade 1 reading and content, using context clues, root words or prefixes and suffixes uses words and phrases acquired through conversations, reading or being read to 	<ul style="list-style-type: none"> determines the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, using context clues, root words and prefixes and suffixes uses words and phrases acquired through conversations, reading and being read to