

First Grade English Language Arts Standards

St. Clair County Schools is dedicated to ensuring our students receive high quality instruction on all grade level standards found in the Alabama English Language Arts Course of Study. Critical standards have been identified as the standards necessary to ensure success in first grade and beyond. These standards are critical, foundational standards and student progress towards mastery will be reported each grading period. Mastery or exceeding is essential to the promotion of students from first to second grade.

Standard	Rubric Statements:
3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.	<ul style="list-style-type: none"> R.1.3 I can participate in whole group discussions by asking and answering questions to seek help or to get and clarify information heard.
6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.	<ul style="list-style-type: none"> R.1.6a I can count, blend, segment, and delete syllables in spoken words. R.1.6d I can blend and segment phonemes in single-syllable spoken words made up of 3-5 phonemes, including words with consonant blends. R.1.6e I can add, delete, and substitute phonemes at the beginning or end of words that have 3-5 sounds. R.1.6f I can distinguish long from short vowel sounds in spoken, single-syllable words. R.1.6g I can distinguish between commonly confused vowel and consonant sounds.
7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode words accurately both in isolation and within decodable, grade-appropriate texts.	<ul style="list-style-type: none"> R.1.7b I can decode regularly spelled one syllable words with open syllables, closed syllables, vowel-consonant-e syllables including words with blends. R.1.7c I can decode digraphs, trigraphs, and combinations. R.1.7d I can decode words with <i>a</i> after <i>w</i> (ex-water) and <i>a</i> before <i>l</i> (ex-tall). R.1.7f I can decode words with vowel <i>y</i> in the final position. R.1.7g I can decode regularly spelled one-syllable words with vowel-r syllables (ar, or, er, ir ur). R.1.7o I can decode grade-appropriate high frequency words that use predictable spellings.
9. Read and reread grade-appropriate decodable text orally with accuracy and expressions at an appropriate rate to support comprehension.	<ul style="list-style-type: none"> R.1.9a I can read with accuracy and expression to understand what I read.
10. Read high-frequency words commonly found in grade-appropriate text	<ul style="list-style-type: none"> R.1.10 I can read tricky words with accuracy and automaticity.
11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.	<ul style="list-style-type: none"> LA.1.11 I can use new, grade-level vocabulary appropriately.
21. Identify the main idea/topic and key details of literary and informational texts. (Main Idea in Literary Text/Main Topic in Informational Text)	<ul style="list-style-type: none"> R.1.21 I can identify the main idea/topic and details of literary and informational texts.
23. Identify and describe the main story elements in a literary text.	<ul style="list-style-type: none"> R.1.23 I can retell the major events in a story and identify the characters and setting.
31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.	<ul style="list-style-type: none"> LA.1.31a I can encode vowel-consonant (ex-at) and consonant-vowel-consonant (ex- cat) words. LA.1.31b I can encode consonant-vowel (ex- go) words. LA.1.31c I can encode words with two-consonant blends in the beginning position (ex- stop). LA.1.31d I can encode words with consonant diagraphs (ex- chip). LA.1.31e I can encode vowel-consonant-e words (bike). LA.1.31L I can use previously taught spelling patterns to write words. LA.1.31m I can encode words with suffixes.
32. Follow the rules of standard English grammar, punctuation, and capitalization appropriate to grade level.	<ul style="list-style-type: none"> LA.1.32 I can follow first grade rules of standard English grammar in writing.
38. Develop and edit first drafts using appropriate spacing between letters, words and sentences and left-to-right and top-to-bottom progression.	<ul style="list-style-type: none"> LA.1.38 I can write correctly on a page using appropriate spacing.

These rubrics are designed to help parents understand exactly what their student can and cannot do related to the standards being taught. The scores to the left of each grid correspond to the grades receive on the report card:

Level 4: Meets or Exceeds grade level end of year standards

Level 3: Progressing towards grade level end of year standards (on-track)

Level 2: Limited Progress towards grade level end of year standards

Level 1: Insufficient Progress towards grade level end of year standards

First Grade Rubrics for ELA

R.1.3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format

- R.1.3 I can participate in whole group discussions by asking and answering questions to seek help or to get and clarify information heard.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can participate in whole group discussions by asking and answering questions to seek help or to get and clarify information heard.			
3	Student can seek help.	Student can seek help and get information.	Student can seek help, get information, and clarify information.	
2	Student can seek help with support from teacher.	Student can seek help and get information with support from teacher.	Student can seek help, get information, and clarify information with support from teacher.	
1	Student is unable to ask for help. Student is unable to seek help or get information.			

R.1.6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.

- R.1.6a I can count, blend, segment, and delete syllables in spoken words.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can count, blend, segment, and delete syllables in spoken words.			
3	Student can count syllables in spoken words with minimal error.	Student can count and segment syllables in spoken words with minimal error.	Student can count, segment, and blend syllables in spoken words with minimal error.	Student can count, segment, blend, and delete syllables in spoken words with minimal error.
2	Student can count syllables in spoken words with several errors.	Student can count and segment syllables in spoken words with several errors.	Student can count, segment, and blend syllables in spoken words with several errors.	Student can count, segment, blend, and delete syllables in spoken words with several errors.
1	Student is unable to count syllables in spoken words.	Student is unable to count or segment syllables in spoken words.	Student is unable to count, segment or blend syllables in spoken words.	Student is unable to count, segment, blend, or delete syllables in spoken words.

- R.1.6d I can blend and segment phonemes in single syllable spoken words made up of 3-5 phonemes, including words with consonant blends.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can blend and segment phonemes in single syllable spoken words made up of 3-5 phonemes, including words with consonant blends.			
3	Student can consistently segment phonemes in a single-syllable word with up to 3 phonemes.	Student can consistently segment and blend phonemes in a single-syllable word with up to 3 phonemes.	Student can consistently segment phonemes in a single-syllable word with up to 4 phonemes.	Student can consistently segment phonemes in a single-syllable word with up to 5 phonemes.
2	Student can consistently segment phonemes in a single-syllable word with 2 phonemes.	Student can consistently segment phonemes in a single-syllable word with up to 3 phonemes.	Student can consistently segment and blend phonemes in a single-syllable word with up to 3 phonemes.	Student can consistently segment phonemes in a single-syllable word with up to 4 phonemes.

1	Student is unable to segment phonemes in a single-syllable word.	Student is unable to segment phonemes in a single-syllable word.	Student can segment phonemes in a single-syllable word with up to 3 phonemes.	Student can segment phonemes in a single-syllable word with up to 4 phonemes.
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- R.1.6e I can add, delete, and substitute phonemes at the beginning or end of words that have 3-5 sounds

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can add, delete, and substitute phonemes at the beginning or end of words that have 3-5 sounds			
3	Student can add phonemes to the beginning and end of words with up to 3 phonemes.	Student can add and delete phonemes to the beginning and end of words with up to 4 phonemes.	Student can add, delete, and substitute phonemes to the beginning and end of words with up to 4 phonemes.	
2	Student can add phonemes to the beginning and end of words with up to 3 phonemes with support.	Student can add and delete phonemes to the beginning and end of words with up to 4 phonemes with support.	Student can add, delete, and substitute phonemes to the beginning and end of words with up to 4 phonemes with support.	
1	Student cannot add phonemes to the beginning and ends of words.	Student can add phonemes to the beginning and end of words with up to 3 phonemes with support.	Student can add and delete phonemes to the beginning and end of words with up to 3 phonemes with support.	Student can add and delete phonemes to the beginning and end of words with up to 4 phonemes with support.

- R.1.6f I can distinguish long from short vowel sounds in spoken, single-syllable words.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4		Student can distinguish long from short vowel sounds in spoken, single syllable words.		
3		Student can consistently hear and identify short vowel sounds in spoken words.	Students can consistently hear and identify long vowel sounds in spoken words.	Student can distinguish long from short vowel sounds in spoken words with minimal errors.
2		Student can consistently hear and identify short vowel sounds in spoken words with errors.	Student can consistently hear and identify long vowel sounds in spoken words with errors.	Student can distinguish long from short vowel sounds in spoken words with many errors.
1		Student is unable to identify short vowel sounds.	Student is unable to identify long vowel sounds.	Student can identify short OR long vowel sounds in spoken words.

- R.1.6g I can distinguish between commonly confused vowel and consonant sounds.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can distinguish between commonly confused vowel and consonant sounds.			
3	Students can distinguish between common consonant sounds f/v, p/b, t/d, k/g, m/n, s/z	Students can distinguish between common consonant sounds unvoiced/voiced th, ch/sh, ng/n in addition to sounds from 1 st nine weeks	Students can distinguish between common vowel sounds	Students can distinguish between most common consonant OR vowel sounds
2	Students can distinguish between common consonant sounds f/v, p/b, t/d, k/g, m/n, s/z with support from teacher.	Students can distinguish between common consonant sounds unvoiced/voiced th, ch/sh, ng/n in addition to sounds from 1 st nine weeks with support from teacher.	Students can distinguish between common vowel sounds with support from teacher.	Students can distinguish between most common consonant OR vowel sounds with support from teacher.
1	Student cannot distinguish between common consonant sounds even with support.	Student cannot distinguish between common consonant sounds even with support.	Student can distinguish between common consonant sounds with support.	

R.1.7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode words accurately both in isolation and within decodable, grade appropriate texts.

- R.1.7b I can decode regularly spelled one syllable words with open syllables, closed syllables, vowel-consonant-e syllables including words with blends.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can decode regularly spelled one syllable words with open syllables, closed syllables, vowel-consonant-e syllables including words with blends.			
3	Student can decode regularly spelled one-syllable words with open and closed syllables in isolation with minimal error.	Student can decode regularly spelled one-syllable words with open and closed syllables in context with minimal error.	Student can decode regularly spelled one-syllable words with open and closed syllables as well as vowel-consonant-e in context with minimal error.	Student can decode regularly spelled one-syllable words with open and closed syllables as well as vowel-consonant-e including blends in context with minimal error.
2	Student can decode regularly spelled one-syllable words with open and closed syllables in isolation with support from teacher.	Student can decode regularly spelled one-syllable words with open and closed syllables in isolation with minimal error.	Student can decode regularly spelled one-syllable words with open and closed syllables as well as vowel-consonant-e in isolation with support from teacher.	Student can decode regularly spelled one-syllable words with open and closed syllables as well as vowel-consonant-e in isolation with minimal error.
1	Student cannot decode regularly spelled one-syllable words.			

- R.1.7c I can decode digraphs, trigraphs, and combinations..

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can decode digraphs, trigraphs, and combinations.			
3		Student can decode words with sh, ch, th in context with minimal error.	Student can decode words with sh, ch, th as well as ck in context with minimal error.	Student can decode words with sh, ch, th, ck as well as qu, ng and trigraphs (dge and tch) in context with minimal error.
2		Student can decode words with sh, ch, th in isolation.	Student can decode words with sh, ch, th as well as ck in isolation with support from teacher.	Student can decode words with sh, ch, th, ck as well as qu, ng in isolation with support from teacher.
1		Student is unable to decode words with sh, ch, th	Student can decode words with sh, ch, th in isolation with support from teacher.	Student is unable to decode words with sh, ch, th, ck, qu, and ng in isolation with support.

- R.1.7d I can decode words with *a* after *w* (ex-water) and *a* before *l* (ex-tall).

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can decode words with <i>a</i> after <i>w</i> (ex-water) and <i>a</i> before <i>l</i> (ex-tall)			
3			Student can decode words with <i>a</i> after <i>l</i> with minimal error.	Student can decode words with <i>a</i> before <i>w</i> with minimal error.
2			Student can decode words with <i>a</i> after <i>l</i> with support from teacher.	Student can decode words with <i>a</i> before <i>w</i> with support from teacher.
1			Student is unable to decode words with <i>a</i> after <i>l</i>	Student is unable to decode words with <i>a</i> before <i>w</i>

- R.1.7f I can decode words with vowel y in the final position.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can decode words with vowel y in the final position			
3			Student can decode words with y making the long i sound in one-syllable words in the final position with minimal error.	Student can decode words with y making the long e sound in two-syllable words in the final position and y in the medial position making the short i sound with minimal errors.
2			Student can decode words with y making the long i sound in one-syllable words in the final position with support from teacher.	Student can decode words with y making the long e sound in two-syllable words in the final position and y in the medial position making the short i sound with support from teacher.
1			Student is unable to decode words with y in the final position of one-syllable words.	Student is unable to decode words with y in the final position of two-syllable words.

- R.1.7g I can decode regularly spelled one-syllable words with vowel-r syllables (ar, or, er, ir ur).

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can decode regularly spelled one-syllable words with vowel-r syllables (ar, or, er, ir ur).			
3			Student can decode words with ar and or spellings with minimal error.	Student can decode words with er, ir and ur spellings with minimal error.
2			Student can decode words with ar and or spellings with support from teacher.	Student can decode words with er, ir and ur spellings with support from teacher.
1			Student is unable to decode words with vowel-r syllables.	

- R.1.7o I can decode grade-appropriate high frequency words that use predictable spellings ***These are NOT tricky words.*

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can decode grade-appropriate high frequency words that use predictable spellings.			
3	Student can decode words with CVC or CVCC patterns with minimal error.	Student can decode words with vowel-consonant-e patterns with minimal error.	Student can decode words with /oo/ (book), /oo/ (food), /ou/ (ouch), and oi/oy with minimal error.	Student can decode words with vowel-r spellings with minimal error.
2	Student can decode words with CVC or CVCC patterns with support from teacher.	Student can decode words with vowel-consonant-e patterns with support from teacher.	Student can decode words with /oo/ (book), /oo/ (food), /ou/ (ouch), and oi/oy with support from teacher.	Student can decode words with vowel-r spellings with support from teacher.
1	Student is unable to decode words with CVC or CVCC patterns.	Student is unable to decode words with vowel-consonant-e patterns.	Student can decode words with CVC or CVCC patterns with support from teacher.	Student can decode words with vowel-consonant-e patterns with support from teacher.

R.1.9a. Read and reread grade-appropriate decodable text orally with accuracy and expressions at an appropriate rate to support comprehension.

- R.1.9a I can read with accuracy and expression to understand what I read.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student can read with accuracy and expression to understand what I read.			

3	Student can read grade appropriate text accurately with minimal error.
2	Student can read grade appropriate text accurately with support from teacher.
1	Student is unable to read grade appropriate text.

R.1.10. Read high-frequency words commonly found in grade-appropriate text.

- R.1.10 I can read tricky words with accuracy and automaticity.

***In order for these words to be correct and considered independent, the student should be able to read the word accurately without prompting three times in a row on different days.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student can read tricky words with accuracy and automaticity.			
3	Student can decode the words are, from, was, to, what, said, who, and some consistently.	Student can decode the words they, their, you, your, have in addition to the first nine weeks words consistently.	Students can decode the word today in addition to previously taught words consistently.	Student can decode the words how and goes in addition to previously taught words consistently.
2	Student can decode the words are, from, was, to, what, said, who, and some inconsistently.	Student can decode the words they, their, you, your, have in addition to the first nine weeks words inconsistently.	Students can decode the word today in addition to previously taught words inconsistently.	Student can decode the words how and goes in addition to previously taught words inconsistently.
1	Student is unable to decode the words are, from, was, to, what, said, who, and some.	Student is unable to decode the words they, their, you, your, have in addition to the first nine weeks words.	Students is unable to decode the word today in addition to previously taught words.	Student is unable to decode the words how and goes in addition to previously taught words.

LA.1.11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.

- LA.1.11 I can use new, grade-level vocabulary appropriately.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student can use new, grade-level vocabulary appropriately.			
3	Student can use new, grade-level vocabulary appropriately consistently.			
2	Student can use new, grade-level vocabulary inconsistently.			
1	Student is unable to use new, grade-level vocabulary.			

R.1.21. Identify the main idea and key details in literary and informational text.

- R.1.21 I can identify the main idea and details of literary and informational texts.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4	Student can identify main idea and details in literary and informational text.			
3	Student can consistently identify main idea in literary text.	Student can consistently identify main idea and key details in literary text.	Student can consistently, identify main topic in informational text.	Student can consistently identify main topic and key details in literary OR informational text
2	Student can consistently identify main idea in literary text with support from teacher.	Student can consistently identify main idea and key details in literary text with support from teacher.	Student can consistently, identify main topic in informational text with support from teacher.	Student can consistently identify main topic and key details in literary OR informational text with support from teacher.
1	Student is unable to consistently identify main idea in literary text.	Student is unable to consistently identify main idea and key details in literary text.	Student is unable identify main topic in informational text.	Student is unable to identify main topic and key details in literary OR informational text.

R.1.23. Identify and describe the main story elements in a literary text.

- R.1.23 I can retell the major events in a story and identify the characters and setting.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
4		Student can identify and describe main story elements in a literary text, including characters and setting, and describe the plot and sequence of major events in chronological order.		
3		Student can identify the characters in a literary text.	Student can identify the characters or setting in a literary text.	Student can identify both characters and setting in a literary text.
2		Student can identify the characters in a literary text with support from the teacher.	Student can independently identify the characters in a literary text.	Student can identify the characters or setting in a literary text.
1		Student cannot identify the characters in a literary text.	Student cannot identify the characters or setting in a literary text.	Student cannot identify the characters or setting in a literary text.

LA.1.31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.

- LA.1.31a I can encode vowel-consonant (ex-at) and consonant-vowel-consonant (ex- cat) words.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can encode vowel-consonant (ex-at) and consonant-vowel-consonant (ex- cat) words.			
3	Student can encode vowel-consonant words with minimal error.	Student can encode consonant-vowel-consonant words with minimal error.	Student can encode consonant-vowel-consonant words that have -ck as the final sound with minimal error.	Student can encode consonant-vowel-consonant words that have c or k as the initial letter with minimal error.
2	Student can encode vowel-consonant words with several errors.	Student can encode consonant-vowel-consonant words with several errors.	Student can encode consonant-vowel-consonant words that have -ck as the final sound with several errors.	Student can encode consonant-vowel-consonant words that have c or k as the initial letter with several errors.
1	Student is unable to encode vowel-consonant words.	Student is unable to encode consonant-vowel-consonant words.	Student is unable to encode consonant-vowel-consonant words.	Student is unable to encode consonant-vowel-consonant words with -ck in the final position.

- LA.1.31b I can encode consonant-vowel (ex- go) words.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can encode consonant-vowel (ex- go) words.			
3		Student can encode consonant-vowel words with minimal error.		
2		Student can encode consonant-vowel words with several errors.		
1		Student is unable to encode consonant-vowel words.		

- LA.1.31c I can encode words with two-consonant blends in the beginning position (ex- stop).

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can encode words with two-consonant blends in the beginning position (ex- stop).			
3	Student can encode words with consonant blends in the beginning position with minimal error.			
2	Student can encode words with consonant blends in the beginning position with several errors.			
1	Student is unable to encode words with consonant blends in the beginning position.			

- LA.1.31d I can encode words with consonant diagraphs (ex-chip)

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can encode words with consonant digraphs (ex-chip)			
3		Student can encode words with the digraphs sh, ch, th with minimal error.	Student can encode words with the digraphs sh, ch, th and including ck with minimal error.	Student can encode words with the digraphs sh, ch, th, ck and including ng, wh with minimal error.
2		Student can encode words with the digraphs sh, ch, th with several errors.	Student can encode words with the digraphs sh, ch, th and including ck with several errors.	Student can encode words with the digraphs sh, ch, th, ck and including ng, wh with several errors.
1		Student is unable to encode words with digraphs.		

- LA.1.31e I can encode vowel-consonant-e words (bike).

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can encode vowel-consonant-e words (bike).			
3			Student can encode vowel-consonant-e words with minimal error.	
2			Student can encode vowel-consonant-e words with several errors.	
1			Student is unable to encode vowel-consonant-e words.	

- LA.1.31L I can use previously taught spelling patterns to write words.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can use previously taught spelling patterns to write words			
3	Student can encode the words are, from, was, to, what, said, who, and some consistently.	Student can encode the words they, their, you, your, have in addition to the first nine weeks words consistently.	Students can encode the word today in addition to previously taught words consistently.	Student can encode the words how and goes in addition to previously taught words consistently.
2	Student can encode the words are, from, was, to, what, said, who, and some inconsistently.	Student can encode the words they, their, you, your, have in addition to the first nine weeks words inconsistently.	Students can encode the word today in addition to previously taught words inconsistently.	Student can encode the words how and goes in addition to previously taught words inconsistently.
1	Student is unable to encode the words are, from, was, to, what, said, who, and some.	Student is unable to encode the words they, their, you, your, have in addition to the first nine weeks words.	Students is unable to encode the word today in addition to previously taught words.	Student is unable to encode the words how and goes in addition to previously taught words.

- LA.1.31m I can encode words with suffixes.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	Student can encode words with suffixes			
3			Student can encode words with suffixes -s, -es, -ing, -ed, and -er with minimal error.	Student can encode words with suffix -est in addition to previously taught words with minimal error.
2			Student can encode words with suffixes -s, -es, -ing, -ed, and -er with several errors	Student can encode words with suffix -est in addition to previously taught words with several errors
1			Student is unable to encode words with suffixes.	

LA.1.32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

- LA.1.32 I can follow first grade rules of standard English grammar in writing.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks

4	Student consistently displays mastery of the ability to follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.			
3	Student can compose a sentence that includes a subject and a predicate to express a complete thought.	Student can compose a sentence and appropriately use capitalization at the beginning of a sentence with very few errors.	Student can compose a sentence, appropriately use capitalization at the beginning of a sentence, and use appropriate punctuation at the end of the sentence with very few errors.	Student can consistently compose a sentence, appropriately use capitalization at the beginning of a sentence, and use appropriate punctuation at the end of the sentence.
2	Student can compose a sentence that includes a subject and a predicate to express a complete thought with support from the teacher.	Student can independently compose a sentence with a subject and predicate that expresses a complete thought.	Student can compose a sentence and appropriately use capitalization at the beginning of a sentence with very few errors.	Student can compose a sentence, appropriately use capitalization at the beginning of a sentence, and use appropriate punctuation at the end of the sentence with very few errors.
1	Student is unable to compose a sentence.	Student can compose a sentence that includes a subject and a predicate to express a complete thought with support from the teacher.	Student can apply appropriate capitalization at the beginning of a sentence with support from the teacher.	Student can independently compose a sentence and apply appropriate capitalization at the beginning of the sentence.

LA.1.38. Develop and edit first drafts using appropriate spacing between letters, words and sentences and left-to-right and top-to-bottom progression.

- LA.1.38 I can write correctly on a page using appropriate spacing.

	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th Weeks
4	I can write correctly on a page using appropriate spacing			
3		Student can write correctly with spacing when completing dictation consistently.	Student can write correctly with spacing when composing a writing sample consistently.	
2		Student can write correctly with spacing with completing dictation inconsistently.	Student can write correctly with spacing when composing a writing sample inconsistently.	
1		Student is unable to write correctly with spacing.		