

Grade 1 Reading Proficiency Scale

I can apply grade-level phonics and word analysis skills in decoding words. (Consonant Vowel Consonant words)

Reporting Category: RD1.1.1(a)

| | | |
|------------------------|-----|---|
| Exceeds Standard | 4 | Does Not Apply |
| | 3.5 | Does Not Apply |
| At Standard Proficient | 3 | A. I can read one-syllable words with short vowels accurately and fluently. |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can read one-syllable words with short vowels accurately and with developing fluency.</p> <p>I can recognize or recall specific vocabulary including: <i>consonant, vowel, short vowel, rhyme</i></p> <p>I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Blend individual sounds together to decode CVC words. - "Tap out" individual sounds or use "mark up" strategies to decode CVC words. - Articulate the sounds of individual letters. - Identify individual letters and recognize reversals. - Understand the left-to-right directionality of print. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | A. I can read one-syllable words with short vowels with minimal accuracy. |

Grade 1 Reading Proficiency Scale

I can apply grade-level phonics and word analysis skills in decoding words. (Digraphs)

Reporting Category: RD1.1.1(b)

| | | |
|------------------------|-----|---|
| Exceeds Standard | 4 | Does Not Apply |
| | 3.5 | Does Not Apply |
| At Standard Proficient | 3 | A. I can read one-syllable words with digraphs accurately and fluently. |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can read one-syllable words with digraphs accurately and with developing fluency.</p> <p>I can recognize or recall specific vocabulary including: <i>consonant, digraph, vowel, short vowel, rhyme</i></p> <p>I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Blend individual sounds together to decode words with digraphs. - "Tap out" individual sounds or use "mark up" strategies to decode words with digraphs. - Articulate the sounds of individual letters and digraphs. - Identify consonant digraphs (<i>ck, ch, sh, th, wh</i>). - Identify individual letters and recognize reversals. - Understand the left-to-right directionality of print. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | A. I can read one-syllable words with digraphs with minimal accuracy. |

Grade 1 Reading Proficiency Scale

I can apply grade-level phonics and word analysis skills in decoding words. (Blends)

Reporting Category: RD1.1.1(c)

| | | |
|------------------------|-----|---|
| Exceeds Standard | 4 | Does Not Apply |
| | 3.5 | Does Not Apply |
| At Standard Proficient | 3 | A. I can read one-syllable words with beginning and ending blends accurately and fluently. |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can read one-syllable words with beginning and ending blends accurately and with developing fluency.</p> <p>I can recognize or recall specific vocabulary including: <i>consonant, blend, vowel, short vowel, rhyme</i></p> <p>I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Blend individual sounds together to decode words with beginning and ending blends. - "Tap out" individual sounds or use "mark up" strategies to decode words with beginning and ending blends. - Articulate the sounds of individual letters and consonant blends. - Identify consonant blends (<i>r-blends, l-blends, s-blends, ending blends</i>). - Identify individual letters and recognize reversals. - Understand the left-to-right directionality of print. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | A. I can read one-syllable words with beginning and ending blends with minimal accuracy. |

Grade 1 Reading Proficiency Scale

I can apply grade-level phonics and word analysis skills in decoding words. (Double Final Consonants)

Reporting Category: RD1.1.1(d)

| | | |
|------------------------|-----|--|
| Exceeds Standard | 4 | Does Not Apply |
| | 3.5 | Does Not Apply |
| At Standard Proficient | 3 | A. I can read words with double final consonants accurately and fluently. |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can read words with double final consonants accurately and with developing fluency.</p> <p>I can recognize or recall specific vocabulary including: <i>consonant, double consonant, vowel, short vowel, rhyme</i></p> <p>I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Blend individual sounds together to decode words with double consonants. - "Tap out" individual sounds or use "mark up" strategies to decode words with double consonants. - Articulate the sounds of individual letters and double consonants. - Identify double consonants or "bonus letters" at the end of words (<i>ff, ll, ss</i>). - Identify individual letters and recognize reversals. - Understand the left-to-right directionality of print. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | A. I can read words with double final consonants with minimal accuracy. |

Grade 1 Reading Proficiency Scale

I can apply grade-level phonics and word analysis skills in decoding words. (Glued Sounds)

Reporting Category: RD1.1.1(e)

| | | |
|------------------------|-----|---|
| Exceeds Standard | 4 | Does Not Apply |
| | 3.5 | Does Not Apply |
| At Standard Proficient | 3 | A. I can read one-syllable words with " <i>glued sounds</i> " accurately and fluently. |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can read one-syllable words with "<i>glued sounds</i>" accurately and with developing fluency.</p> <p>I can recognize or recall specific vocabulary including: <i>consonant, vowel, glued sounds, rhyme</i></p> <p>I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Blend individual sounds together to decode words with "<i>glued sounds</i>." - "Tap out" individual sounds or use "mark up" strategies to decode words with "<i>glued sounds</i>." - Identify word families that include "<i>glued sounds</i>" at the end of words. - Articulate the sounds of individual letters and "<i>glued sounds</i>" including: (<i>-all, -am, -an, -ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk</i>). - Understand that a "<i>glued sound</i>" is one in which letters have their own sounds but are difficult to separate. - Identify individual letters and recognize reversals. - Understand the left-to-right directionality of print. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | A. I can read one-syllable words with " <i>glued sounds</i> " with minimal accuracy. |

Grade 1 Reading Proficiency Scale

I can apply grade-level phonics and word analysis skills in decoding words. (Suffixes)

Reporting Category: RD1.1.1(f)

| | | |
|------------------------|-----|--|
| Exceeds Standard | 4 | Does Not Apply |
| | 3.5 | Does Not Apply |
| At Standard Proficient | 3 | A. I can read words with suffixes accurately and fluently. |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can read words with suffixes accurately and with developing fluency.</p> <p>I can recognize or recall specific vocabulary including: <i>consonant, vowel, short vowel, base word, word ending, suffix, rhyme, syllable, closed syllable, singular, plural, action word</i></p> <p>I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Blend individual sounds together to decode words ending with suffixes. - "Tap out" individual sounds or use "mark up" strategies to decode words ending with suffixes. - Identify suffixes at the end of words (-s, -es, -ing, -ed). - Articulate the sounds of individual letters. - Identify individual letters and recognize reversals. - Understand the left-to-right directionality of print. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | A. I can read words with suffixes with minimal accuracy. |

Grade 1 Reading Proficiency Scale

I can apply grade-level phonics and word analysis skills in decoding words. (Vowel-Consonant-E)

Reporting Category: RD1.1.1(g)

| | | |
|------------------------|-----|--|
| Exceeds Standard | 4 | Does Not Apply |
| | 3.5 | Does Not Apply |
| At Standard Proficient | 3 | A. I can read vowel-consonant-e (v-e) words accurately and fluently. |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can read vowel-consonant-e (v-e) words accurately and with developing fluency.</p> <p>I can recognize or recall specific vocabulary including: <i>consonant, vowel, short vowel, long vowel, syllable, vowel-consonant-e syllable, rhyme</i></p> <p>I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Blend individual sounds together to decode v-e words. - "Tap out" individual sounds or use "mark up" strategies to decode v-e words. - Understand how the letter e at the end of a word changes the sound of the vowel in that word. - Distinguish between short vowel and long vowel sounds. - Articulate the sounds of individual letters. - Identify individual letters and recognize reversals. - Understand the left-to-right directionality of print. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | A. I can read vowel-consonant-e (v-e) words with minimal accuracy. |

Grade 1 Reading Proficiency Scale

I can apply grade-level phonics and word analysis skills in decoding words. (Multisyllabic Words)

Reporting Category: RD1.1.1(h)

| | | |
|------------------------|-----|--|
| Exceeds Standard | 4 | Does Not Apply |
| | 3.5 | Does Not Apply |
| At Standard Proficient | 3 | A. I can read grade-appropriate multisyllabic words accurately and fluently. |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can read grade-appropriate multisyllabic words accurately and with developing fluency.</p> <p>I can recognize or recall specific vocabulary including: <i>consonant, vowel, short vowel, long vowel, base word, word ending, suffix, syllable, closed syllable, vowel-consonant-e syllable, singular, plural, action word, compound word</i></p> <p>I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Decode two-syllable compound words (e.g., <i>catfish, cupcake</i>). - Decode two-syllable words with short vowels and inflectional endings (e.g., <i>wishing, rented</i>). - "Tap out" individual sounds or use "mark up" strategies to decode multisyllabic words. - Identify familiar spelling patterns and word structures: <i>(blends, digraphs, base words, suffixes, closed syllable, vowel-consonant-e syllable, etc.)</i>. - Understand the left-to-right directionality of print. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | A. I can read grade-appropriate multisyllabic words with minimal accuracy. |

Grade 1 Reading Proficiency Scale

I can read irregularly spelled words ("trick words").

Reporting Category: RD1.1.2

| | | |
|------------------------|-----|---|
| Exceeds Standard | 4 | A. I can read above grade-level irregularly spelled words (" <i>trick words</i> ") independently. |
| | 3.5 | I am beginning to transfer this learning to more complex content and thinking. |
| At Standard Proficient | 3 | A. I can read grade-appropriate, irregularly spelled words (" <i>trick words</i> ") accurately and fluently. |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can read grade-appropriate, irregularly spelled words ("<i>trick words</i>") accurately with developing fluency.</p> <p>I can recognize or recall specific vocabulary including: <i>trick word, sight word</i></p> <p>I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Recognize grade-appropriate "<i>trick words</i>" in text. - Memorize the "<i>trick words</i>" taught within each of 12 Foundations Units, totalling 93 words by May. - Understand "<i>trick words</i>" as phonetically irregular words that cannot be sounded out. - Identify individual letters and recognize reversals. - Understand the left-to-right directionality of print. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | A. I can read grade-appropriate, irregularly spelled words (" <i>trick words</i> ") with minimal accuracy. |

Grade 1 Reading Proficiency Scale

I can read accurately and fluently.

Reporting Category: RD1.1.3

| | | |
|------------------------|---|---|
| Exceeds Standard | 4 | A. I can read grade-level text accurately and fluently at a rate of 97 words-per-minute or above. |
| At Standard Proficient | 3 | A. I can read grade-level text accurately and fluently at a rate between 66 and 96 words-per-minute. |
| Approaching Standard | 2 | A. I can read grade-level text accurately and fluently at a rate between 30 and 65 words-per-minute. |
| Not at Standard | 1 | A. I can read grade-level text at a rate of 29 words-per-minute or below. |

Grade 1 Reading Proficiency Scale

I can determine the meaning of words and phrases as they are used in grade-level text.

Reporting Category: RD1.1.4

| | | |
|------------------------|-----|--|
| Exceeds Standard | 4 | I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class. |
| | 3.5 | I am beginning to transfer this learning to more complex content and thinking. |
| At Standard Proficient | 3 | A. I can determine the meaning of unknown words and phrases using a variety of strategies. (L.4a/L.5b/L.5d) |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can recognize or recall specific vocabulary including: <i>suffixes, multiple meaning words, context clues, homographs, homophones, antonyms, shades of meaning, compound words</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify unknown words in a text. - Know the meaning of common suffixes (-s, -ed, -ing). - Tell how adding a suffix changes the meaning of a root word. - Identify words in a text that can have more than one meaning. - Use other words within a text to determine the correct meaning of a multiple meaning word. - Identify words that are before or after an unknown word in a sentence that clarifies the word's meaning (context clues). - Recognize that there are words that look the same but have different meanings (<i>homographs</i>). - Recognize that there are words that sound the same but have different meanings (<i>homophones</i>). - Know that there are words that have an opposite meaning (<i>antonym</i>). - Describe what is known about each word in a compound word. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | I demonstrate partial or no success with this standard and related content/skills. |

Grade 1 Reading Proficiency Scale

I can use illustrations and key details to ask and answer questions about an informational text.

Reporting Category: RD1.2.1

| | | |
|------------------------|-----|--|
| Exceeds Standard | 4 | I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class. |
| | 3.5 | I am beginning to transfer this learning to more complex content and thinking. |
| At Standard Proficient | 3 | <p>A. I can ask and answer questions about key details in a text. (RI.1)</p> <p>B. I can use the illustrations and details in a text to describe its key ideas. (RI.7)</p> |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A-B. I can recognize or recall specific vocabulary including: <i>non-fiction, informational, key idea, details, text feature (e.g., illustration, diagram, photograph, graphic, title, icon, heading, caption, table of contents, glossary)</i></p> <p>A-B. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Describe illustrations and photographs found within a text, relating these images to the key ideas. - Locate and identify specific, grade-appropriate text features within a text. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | I demonstrate partial or no success with this standard and related content/skills. |

Grade 1 Reading Proficiency Scale

I can identify the main topic and retell key details of an informational text.

Reporting Category: RD1.2.2

| | | |
|------------------------|-----|---|
| Exceeds Standard | 4 | I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class. |
| | 3.5 | I am beginning to transfer this learning to more complex content and thinking. |
| At Standard Proficient | 3 | A. I can identify the main topic and retell key details of a text. (RI.2) |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can recognize or recall specific vocabulary including: <i>non-fiction, informational, main topic (main idea), details</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify and describe the main topic of an informational text. - Identify 2 or more key details that support the main topic of an informational text. - Utilize graphic organizers to show the relationship between a main topic & its supporting details. - Use illustrations, including text features, to help locate and identify key details. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | I demonstrate partial or no success with this standard and related content/skills. |

Grade 1 Reading Proficiency Scale

I can identify basic similarities in and differences between two informational texts on the same topic.

Reporting Category: RD1.2.3

| | | |
|------------------------|-----|--|
| Exceeds Standard | 4 | I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class. |
| | 3.5 | I am beginning to transfer this learning to more complex content and thinking. |
| At Standard Proficient | 3 | A. I can identify basic similarities in and differences between two texts on the same topic, while comparing illustrations, descriptions, procedures, etc. (RI.9) |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can recognize or recall specific vocabulary including: <i>same, different, compare, details, describe, illustration</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Utilize graphic organizers to compare & contrast the key details of two texts. - Identify at least one similarity and one difference between two informational texts. - Identify the main idea and key details of two informational texts on the same topic. - Use text and/or illustrations to support my understanding of informational texts. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | I demonstrate partial or no success with this standard and related content/skills. |

Grade 1 Reading Proficiency Scale

I can ask and answer questions about characters, settings, and major events in a story using key details and/or illustrations.

Reporting Category: RD1.3.1

| | | |
|------------------------|-----|--|
| Exceeds Standard | 4 | I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class. |
| | 3.5 | I am beginning to transfer this learning to more complex content and thinking. |
| At Standard Proficient | 3 | A. I can ask and answer questions about key details in a text. (RL.1) B. I can describe characters, settings, and major events in a story, using key details. (RL.3) |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | A-B. I can recognize or recall specific vocabulary including: <i>fiction, character, setting, problem, solution</i> A-B. I can perform basic processes such as: - Identify and describe the character(s) in a story. - Identify and describe the setting (time/place) of a story. - Identify and describe the major events (problem/solution) of a story. - Ask and/or answer questions about a story, including those addressing <i>who, what where, when, why, and how</i> . - Use text and/or illustrations to support my understanding. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | I demonstrate partial or no success with this standard and related content/skills. |

Grade 1 Reading Proficiency Scale

I can retell a story using key details and demonstrate an understanding of a story's central message or lesson.

Reporting Category: RD1.3.2

| | | |
|------------------------|-----|---|
| Exceeds Standard | 4 | I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class. |
| | 3.5 | I am beginning to transfer this learning to more complex content and thinking. |
| At Standard Proficient | 3 | A. I can retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.2) |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can recognize or recall specific vocabulary including: <i>fiction, character, setting, problem, solution, sequence, beginning, middle, end</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Describe common themes (or lessons) reflected in stories. - Identify and describe the characters, setting, and major events (problem/solution) of a story. - Retell a story by describing the correct sequence of events and incorporating knowledge of story elements. - Utilize pictures and/or graphic organizers to support the retelling of stories. - Understand and use time-related words (<i>first, second, then, next, last, finally, before, after, etc.</i>) as used in a story retelling. - Use text and/or illustrations to support my understanding of a story. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | I demonstrate partial or no success with this standard and related content/skills. |

Grade 1 Reading Proficiency Scale

I can compare and contrast the adventures and experiences of characters in stories.

Reporting Category: RD1.3.3

| | | |
|------------------------|-----|--|
| Exceeds Standard | 4 | I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class. |
| | 3.5 | I am beginning to transfer this learning to more complex content and thinking. |
| At Standard Proficient | 3 | A. I can compare and contrast the adventures and experiences of characters in stories. (RL.9) |
| | 2.5 | I am proficient with most of the Level 2 content/skills related to this standard. |
| Approaching Standard | 2 | <p>A. I can recognize or recall specific vocabulary including: <i>same, different, compare, characters, character traits</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify at least one similiarity and one difference between two characters and their experiences. - Utilize graphic organizers to compare & contrast two characters. - Based on key details of a story, describe characters using familiar character traits. - Use text and/or illustrations to support my understanding of the characters in a story. |
| | 1.5 | I am beginning to demonstrate success with foundational content/skills related to this standard. |
| Not at Standard | 1 | I demonstrate partial or no success with this standard and related content/skills. |