First Grade English Language Arts
Report Card

Scoring Rubric:
3: Meets expectations (students must meet all criteria within this category)
2: Approaching expectations
1: Beginning to learn expectations
Blank: Not assessed
IE: Insufficient evidence

Reading Literature and Informational Text

1. Read independently for multiple purposes over sustained periods of time. (1.R.1.D)
2. Develop and demonstrate comprehension skills in response to reading texts and read-alouds. (1.R.1.A)
3. Develop an understanding of vocabulary. (1.R.1.B)
4. Read, infer, analyze, and draw conclusions using **fiction texts**. (1.R.2.A)
5. Read, infer and draw conclusions using text features in nonfiction texts. (1.R.3.A)
6. Read, infer, and draw conclusions using text structures in nonfiction texts. (1.R.3.C)

Foundational Skills

1. Develop phonemic awareness in the reading process. (1.RF.2.A)
2. Develop phonics in the reading process. (1.RF.3.A)
3. Read High-Frequency Words (1.RF.3.A.j)

Writing

1. Appropriate to genre type, develop a draft from prewriting. (1.W.1.B)
2. Reread, revise, and edit drafts with assistance from adults/peers. (1.W.1.C)
3. Write opinion texts. (1.W.2.A)
4. Write informative/explanatory texts. (1.W.2.B)
5. Write fiction or nonfiction narratives and poems. (1.W.2.C)
6. With assistance, apply the research process to use information from a variety of sources. (1.W.3.A)

Language

1. In written text, apply standard English grammar. (1.L.1.A)
2. In written text, apply capitalization and punctuation. (1.L.1.B)

Speaking/Listening

1. Speak clearly and to the point using conventions of language when presenting individually or with a group. (1.SL.3.A)

First Grade Language Arts Rubrics

Reading Standard 1: Read independently for multiple purposes over sustained periods of time. (1.R.1.D)			
	Meets the Standard	**Approaching Expectations**	**Beginning to Learn**
Terms 2-4	☐ Consistently reads for at least 15 minutes without needing help ☐ Chooses books for various reasons and can explain these reasons clearly ☐ Engages strongly with the reading material.	☐ Reads for 10-14 minutes with occasional reminders ☐ Picks books for different purposes but needs some prompting to explain their choices ☐ Shows some engagement with the material.	☐ Reads for less than 10 minutes and often needs help to stay on task ☐ Selects books without clear purpose ☐ Shows limited engagement with the reading material.

Reading Standard 2: Develop and demonstrate comprehension skills in response to reading texts and read-alouds. (1.R.1.A)			
Sub Standards: Seeking clarification and locating facts and details about stories and other texts. (1.R1.A.c). Retelling main ideas in sequence including key details. (1.R.1.A.d).			
	Meets the Standard	**Approaching Expectations**	**Beginning to Learn**
Terms 1-4	☐ Consistently demonstrates a thorough comprehension of the text by seeking clarification and locating facts and details accurately ☐ Retells the main ideas in sequence with all key details independently.	☐ Shows a general understanding of the text by occasionally seeking clarification, locating some facts and details ☐ Retells the main ideas with most key details ☐ May need some prompting or support.	☐ Limited comprehension of the text ☐ Rarely seeks clarification, struggles to locate facts and details ☐ Has difficulty retelling the main ideas in sequence, often omitting key details even with significant support.

Reading Standard 3: Develop an understanding of vocabulary. (1.R.1.B)		
Sub Standard: Identifying common root words and their inflectional endings. (1.R.1.B.b). Using words and phrases acquired through conversations, reading and being read to, responding to texts. (1.R.1.B.i).		
	Meets the Standard	Approaching Expectations	Beginning to Learn

Terms 1-4	☐ Consistently identifies common root words and their inflectional endings ☐ Understands how these endings change meanings ☐ Frequently uses new vocabulary accurately in context ☐ Shows strong understanding in their responses to texts.	☐ Identifies some root words and their inflectional endings with occasional support ☐ Shows some understanding of how these endings change meanings ☐ Sometimes uses new vocabulary in context with reminders ☐ Demonstrates basic understanding in their responses to texts.	☐ Not yet able to identify root words and their inflectional endings ☐ Limited understanding of how these endings change meanings ☐ Rarely uses new vocabulary even with prompting ☐ Shows minimal understanding in their responses to texts. ☐

Reading Standard 4: Read, infer and draw conclusions using fiction texts. (1.R.2.A)		
Sub Standard: Describe characters, setting, problem, solution, and events in logical sequence. (1.R.2.A.a). Describe the main idea of a story. (1.R.2.A.b). Compare and contrast adventures and experiences of characters in stories. (1.R.2.A.g)		
	Meets the Standard	Approaching Expectations	Beginning to Learn

Terms 3-4	☐ Consistently and independently describes characters, setting, problem, solution, and events in logical sequence ☐ Clearly describes the main idea of the story ☐ Effectively compares and contrasts the adventures and experiences of characters.	☐ Describes story elements in logical sequence ☐ Describes the main idea of the story with some accuracy and occasional support ☐ Compares and contrasts characters' adventures and experiences with some prompting.	☐ Not yet able to describe story elements in logical sequence or the main idea, often needing significant support ☐ Has difficulty comparing and contrasting characters' adventures and experiences even with prompting.

Reading Standard 5: Read, infer and draw conclusions using text features in nonfiction texts. (1.R.3.A)

Sub Standard: Explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words (1.R.3.A.b). Use text features to locate specific information in text. (1.R.3.A.c).

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 3	☐ Consistently and independently explains facts or details using text features ☐ Accurately distinguishes between facts from pictures and from words ☐ Effectively uses text features to locate specific information.	☐ Explains some facts or details using text features with some accuracy and occasional support ☐ Usually distinguishes between facts from pictures and from words ☐ Locates specific information using text features with some prompting.	☐ Not yet able to explain facts or details using text features ☐ Has difficulty distinguishing between facts from pictures or words ☐ Often needs significant support to locate specific information using text features.

Reading Standard 6: Read, infer and draw conclusions using text structures in nonfiction texts. (1.R.3.C)

Sub Standard: Identify main ideas and provide supporting details

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 3	☐ Clearly identifies the main idea of the nonfiction text. ☐ Accurately provides at least two supporting details that relate directly to the main idea. ☐ Makes simple inferences and draws logical conclusions based on the text structures.	☐ Identifies the main idea of the nonfiction text but may need minor guidance. ☐ Provides one supporting detail that relates to the main idea, but may need prompting for additional details. ☐ Makes basic inferences and attempts to draw conclusions, but may require support to fully understand the text structures.	☐ Not yet able to identify the main idea of the nonfiction text, even with guidance. ☐ Provides little to no supporting details, or the details provided do not clearly relate to the main idea. ☐ Has difficulty making inferences and drawing conclusions, showing limited understanding of text structures.

	Foundational Skills Standard 1: Develop phonemic awareness in the reading process. (1.RF.2.A)		
	Sub Standard: Producing and identifying sounds and syllables in spoken words. (1.RF.2.A.a). Distinguish between long and short vowel sounds (1.RF.2.A.b). Recognize change in a spoken word when a specific phoneme is added, changed or removed (1.RF.2.A.c). Blending spoken phonemes to form one-or-two-syllable words including consonant blends (1.RF.2.A.d). Segmenting spoken words of three to five phonemes into individual phonemes (1.RF.2.A.e).		
	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1	☐ Consistently produces and identifies sounds and syllables in spoken words independently. ☐	☐ Produces and identifies sounds and syllables in spoken words most of the time but may need occasional support.	☐ Not yet able to produce and identify sounds and syllables in spoken words, often needing significant support.
Term 2 (plus 1)	☐ Independently and accurately able to distinguish between long and short vowel sounds and recognize change in a spoken word. ☐	☐ With prompting and support, able to distinguish between long and short vowel sounds and recognize change in a spoken word.	☐ Not yet able to distinguish between long and short vowel sounds and recognize change in a spoken word, often needing significant support.
Term 3 (plus 1-2)	☐ Accurately blends spoken phonemes to form one-or-two-syllable words including consonant blends and accurately segments spoken words of three to five phonemes into individual phonemes independently. ☐	☐ Blends spoken phonemes to form one-or-two-syllable words including consonant blends most of the time and segments spoken words of three to five phonemes into individual phonemes most of the time but may need occasional support.	☐ Not yet able to blend spoken phonemes to form one-or-two- syllable words including consonant blends and segment spoken words of 3 to 5 individual phonemes, often needing significant support.
Term 4 (plus 1-3)	☐ Consistently and independently identifies initial, medial, and final sounds in words, accurately blends phonemes to form words, and segments words into individual phonemes.	☐ identifies most initial, medial, and final sounds in words correctly, blends phonemes to form words with some accuracy, and segments words into phonemes with occasional support.	☐ Not yet able to identify initial, medial, and final sounds in words, has difficulty blending phonemes to form words, and often needs significant support to segment words into individual phonemes.

	Foundational Skills Standard 2: Develop phonics in the reading process. (1.RF.3.A)

	Sub Standard: Decoding words in context by using letter-sound knowledge (1.RF.3.A). Identifying letters for spelling of short and long vowels (1.RF.3.A.b). Producing consonant blends (1.RF.3.A.c). Producing consonant digraphs (1.RF.3.A.d). Combining sounds from letters and common spelling patterns to decode recognizable words (1.RF.3.A.e). Read High-Frequency Words (1.RF.3.A.j)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 1	☐ Consistently decodes words in context using letter-sound knowledge with increasing confidence and independence ☐ Identifies 90% or more of high-frequency words introduced in Skills units within 3 seconds	☐ Decodes words in context using letter-sound knowledge but may need occasional support ☐ Identifies between 80%-89% of high-frequency words introduced within 3 seconds	☐ Not yet able to decode words in context using letter-sound knowledge, needing support frequently ☐ Identifies less than 80% of high-frequency words introduced within 3 seconds
Term 2 (plus 1)	☐ Accurately identifies letters for spelling of short and long vowels with increasing confidence and independence.	☐ Identifies letters for spelling of short and long vowels but may need occasional support.	☐ Not yet able to identify letters for spelling of short and long vowels, often needing significant support.
Term 3 (plus 1-2)	☐ Consistently produces consonant blends and consonant digraphs correctly and independently.	☐ Produces consonant blends and consonant digraphs correctly most of the time but may need occasional support.	☐ Not yet able to produce consonant blends or consonant digraphs correctly, often needing significant support.
Term 4 (plus 1-3)	☐ Accurately combines sounds from letters and common spelling patterns to decode recognizable words independently.	☐ Combines sounds from letters and common spelling patterns to decode recognizable words most of the time but may need occasional support.	☐ Not yet able to combine sounds from letters and common spelling patterns to decode recognizable words, often needing significant support.

Writing Standard 1: Appropriate to genre type, develop a draft from prewriting. (1.W.1.B)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 2-4	☐ Consistently and independently develops a clear, coherent draft that effectively includes ideas from prewriting and incorporates genre-specific elements with appropriate language and vocabulary	☐ Develops a draft that includes some ideas from prewriting and genre-specific elements with some clarity and coherence, but may need occasional support to enhance these aspects..	☐ Not yet able to to develop a clear, coherent draft, often needing significant support to include ideas from prewriting, incorporate genre-specific elements, and use appropriate language and vocabulary.

Writing Standard 2: Reread, revise and edit drafts with assistance from adults/peers. (1.W.1.C)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 3-4	☐ Consistently rereads drafts for understanding, Effectively revises and edits with assistance ☐ Incorporates feedback independently ☐ Produces a polished final draft with minimal assistance.	☐ Rereads drafts for understanding ☐ Revises and edits with assistance ☐ Incorporates feedback with some support ☐ Produces a final draft that shows some revisions and edits but may need further improvement.	☐ Not yet able to reread drafts for understanding, revise or edit or incorporate feedback, even with assistance ☐ Produces a final draft with little evidence of revisions and edits, needing significant support to improve..

Writing Standard 3: Write opinion texts. (1.W.2.A)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 3-4	☐ Consistently writes opinion texts with a clear opinion statement ☐ Provides strong reasoning and support ☐ Organizes the text with a strong structure ☐ Uses appropriate language and vocabulary ☐ Demonstrates control over conventions of writing.	☐ Writes opinion texts with a clear opinion statement ☐ Provides reasons and support ☐ Organizes the text with some coherence ☐ Uses somewhat appropriate language and vocabulary ☐ Demonstrates control over some conventions of writing.	☐ Not yet able to write opinion texts with a clear opinion statement and adequate reasons and support ☐ Has difficulty organizing the text ☐ Uses language and vocabulary that may not engage the reader ☐ Demonstrates frequent errors in conventions of writing.

Writing Standard 4: Write informative/explanatory texts. (1.W.2.B)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 3-4	☐ Consistently writes informative/ explanatory texts with a clear topic, well-organized structure, factual accuracy, appropriate language and vocabulary, and control over conventions of writing.	☐ Writes informative/ explanatory texts with an introduced topic, some organization, some factual accuracy, somewhat appropriate language and vocabulary, and control over some conventions of writing.	☐ Not yet able to write informative/explanatory texts with a clear topic, coherent organization, factual accuracy, appropriate language and vocabulary, and control over conventions of writing.

Writing Standard 5: Write fiction or nonfiction narratives and poems. (1.W.2.C)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 2	☐ Consistently demonstrates creativity and imagination, Organizes narratives and poems effectively ☐ Uses descriptive language to create vivid imagery ☐ Develops a distinct voice and tone ☐ Exhibits control over conventions of writing.	☐ Shows some creativity and imagination ☐ Organizes narratives and poems adequately ☐ Uses descriptive language to some extent, Develops a voice and tone appropriate to the text ☐ Demonstrates control over some conventions of writing.	☐ **Not yet able to** ☐ Organize narratives and poems coherently ☐ Use descriptive language effectively ☐ Develop a distinct voice and tone ☐ Exhibit control over conventions of writing.

Writing Standard 6: With assistance, apply a research process to use information from a variety of sources. (1.W.3.A)

Sub Standard: Gather personal and natural evidence from available sources as well as from interviews with local experts (1.W.3.A.c)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 4	☐ With assistance, selects appropriate sources, gathers information effectively ☐ Integrates evidence into writing/speaking cohesively ☐ Applies the research process with understanding	☐ With assistance, gathers information from a limited number of sources, Uses some of the collected evidence in their writing, but may not fully integrate personal experiences or natural observations.	☐ With assistance, gathers minimal information, relying on a single source ☐ Uses little to none of the collected evidence, with minimal integration of personal experiences or natural observations

Language Standard 1: In written text, apply standard English grammar. (1.L.1.A)		
Sub Standard: Produce complete sentences and compound sentences (1.L.1.A.g)		

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 2-4	☐ Consistently writes complete sentences with a subject and a predicate. ☐ Correctly uses conjunctions (e.g., and, but, or) to join clauses and create compound sentences. ☐ Sentences are grammatically correct and properly punctuated.	☐ Usually writes complete sentences but may occasionally leave out a subject or a predicate. ☐ Attempts to use conjunctions to join clauses but may do so incorrectly or inconsistently. ☐ Sentences have minor grammatical errors or missing punctuation.	☐ Frequently writes incomplete sentences, missing either a subject or a predicate. ☐ Rarely or incorrectly uses conjunctions to join clauses. ☐ Sentences have multiple grammatical errors and lack proper punctuation

Language Standard 2: In written text, apply punctuation, capitalization and spelling. (1.L.1.B)		
Sub Standard: Use ending punctuation (1.L.1.B.b); Capitalization the first letters of others' first and last names (1.L.1.B.c)		

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 2-4	☐ Consistently uses correct ending punctuation (periods, question marks, exclamation marks) at the end of sentences. ☐ Always capitalizes the first letters of first and last names correctly. ☐ Demonstrates accuracy in both punctuation and capitalization with minimal to no errors.	☐ Usually uses correct ending punctuation but may occasionally misuse it. ☐ Generally capitalizes the first letters of first and last names correctly, with some occasional errors. ☐ Shows a few errors in punctuation and capitalization, indicating partial understanding.	☐ Frequently omits or incorrectly uses ending punctuation. ☐ Often forgets to capitalize the first letters of first and last names or does so inconsistently. ☐ Has multiple errors in punctuation and capitalization, indicating a need for further practice and understanding.

Speaking and Listening Standard 1: Speak clearly and to the point using conventions of language when presenting individually or with a group. (1.SL.3.A)			
Sub Standard: Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions (1.SL.3.A.c)			
	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 1	☐ Accurately retells the main events or key details of the read-aloud or media presentation in a logical sequence. ☐ Asks relevant and appropriate questions that show understanding of the content. ☐ Speaks clearly and stays on topic while retelling and asking questions	☐ Retells the main events or key details of the read-aloud or media presentation but may miss some important points or present them out of sequence. ☐ Asks questions that are somewhat relevant but may occasionally be off-topic or show partial understanding. ☐ Generally speaks clearly but may sometimes stray from the topic while retelling and asking questions	☐ Not yet able to retell the main events or key details of the read-aloud or media presentation, often missing key points or presenting them in a confusing order. ☐ Rarely asks relevant questions or asks questions that do not show understanding of the content. ☐ Has difficulty speaking clearly and often strays off-topic while retelling and asking questions