

Midlothian ISD Standards Based Report Card Rubric: Grade 1 ELAR

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Midlothian ISD Standards Based Report Card Rubric: Grade 1 ELAR

Report Card Section	Report Card Strand	Standards Assessed	Learning Progression			
			Area of Concern - Scored 1	Limited Progress Toward Standard - Scored 2	Approaching Standard - Scored 3	Mastery of Standard - Scored 4
Authors Purpose and Craft	1.10 Analyze and apply author's craft purposefully in order to develop his or her own products and performances	1.10A Discuss the author's purpose for writing text. 1.10D Discuss how the author uses words that help the reader visualize.	The student is able to discuss how the author uses words that help the reader visualize and the author's purpose for writing (eg. to inform, persuade, entertain, describe, explain etc) with teacher assistance .	The student is able to discuss how the author uses words that help the reader visualize and the author's purpose for writing (eg. to inform, persuade, entertain, describe, explain etc).	The student is able to discuss the reason an author writes about a particular topic (e.g., to persuade, to entertain, to inform, to explain, to analyze, etc.) AND the reason an author includes particular details, features, or devices in a work using sentence stems .	The student is able to discuss the reason an author writes about a particular topic (e.g., to persuade, to entertain, to inform, to explain, to analyze, etc.) AND the reason an author includes particular details, features, or devices in a work .
	1.2A Demonstrate Phonological Awareness	1.2A(v-vii) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	The student is able to blend AND/OR segment phonemes within one-syllable words with teacher assistance .	The student is able to blend AND/OR segment phonemes within one-syllable words.	The student is able to blend spoken phonemes to form one-syllable words including initial and/or final consonant blends AND Segment spoken phonemes to form one-syllable words of 3-5 individual phonemes into individual phonemes, including initial and/or final consonant blends.	The student is able to blend spoken phonemes to form one-syllable words including initial and/or final consonant blend. AND Segment spoken phonemes to form one-syllable words of 3-5 individual phonemes into individual phonemes, including initial and/or final consonant blends AND Manipulate beginning, middle, or ending phonemes within base words
Beginning Reading & Writing	1.2B Demonstrate and apply phonetic knowledge by decoding words	1.2B(i-v) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; compound words and contractions , inflectional endings, including -ed, -s, and -es;	The student is able to decode words with: • closed syllables • initial & final consonant blends • trigraphs, digraphs • compound words • words with inflectional endings including -s and -es	The student is able to decode words with: • closed syllables • VCe syllables • initial & final consonant blends • trigraphs, digraphs • compound words • words with inflectional endings including -s and -es	The student is able to decode words with: • closed syllables • VCe syllables • vowel teams, including vowel digraphs • initial & final consonant blends • trigraphs, digraphs • compound words • words with inflectional endings including -s and -es	The student is able to decode words with: • closed syllables • open syllables • VCe syllables • vowel teams, including vowel digraphs • initial & final consonant blends • trigraphs, digraphs • compound words • words with inflectional endings including -ed, -s and -es
	1.2Bvi Identify and read at least 100 high-frequency words	1.2Bvi identify and read at least 100 high-frequency words	The student will be able to identify and read less than 25 high frequency words from a research based list.	The student will be able to identify and read 26-35 high frequency words from a research based list.	The student will be able to identify and read 36-49 high frequency words from a research based list.	The student will be able to identify and read 50+ high frequency words from a research based list.
	1.2C Demonstrate and apply spelling knowledge	1.2C Demonstrate and apply spelling knowledge	The student requires teacher assistance to spell short a, i, o, e, and u in isolation and in independent writing.	The student is able to spell short short a, i, o, e, and u in isolation and in independent writing.	The student is able to spell short a, i, o, e, u, and consonant digraphs sh, th, ng, wh, ph, ch, and trigraph tch in isolation and in independent writing.	The student is able to spell short a, i, o, e, u, and consonant digraphs sh, th, ng, wh, ph, ch, and trigraph tch in isolation and independent writing.
	1.2F Develop handwriting by printing legibly	1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	The student is progressing towards writing words with few reversals using proper letter formation.	The student is able to write words using proper letter formation .	The student is able to write words and answers using proper letter formation and appropriate spaces between words.	The student is able to write words , answers and sentences legibly , using proper letter formation and appropriate spaces between words.
	1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. 1.11B Develop drafts in oral, pictorial, or written form	1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. 1.11B Develop drafts in oral, pictorial, or written form	The student is able to generate ideas about a topic and develop a draft orally with teacher assistance .	The student is able to plan a draft by generating ideas about a topic and develop a draft using a graphic organizer with teacher assistance .	The student is able to plan a draft by generating ideas about a topic and develop a draft using a graphic organizer .	The student is able to generate ideas about a topic using a strategy (drawing, brainstorming, listing ideas, discussing ideas with others, reading, etc.) AND using the plan to develop the draft .

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Report Card Section	Report Card Strand	Standards Assessed	Learning Progression			
			Area of Concern - Scored 1	Limited Progress Toward Standard - Scored 2	Approaching Standard - Scored 3	Mastery of Standard - Scored 4
Composition: Genres	1.12 The student uses genre characteristics and craft to compose multiple texts that are meaningful.	1.12A Dictate or compose literary texts, including personal narratives and poetry.	The student will be able to dictate or compose a personal narrative with teacher assistance .	The student will be able to dictate or compose a personal narrative .	The student will be able to dictate or compose a personal narrative which includes: • Focusing on a personal experience • Providing details	The student will be able to dictate or compose a personal narrative which includes: • Focusing on a personal experience • Providing specific and relevant details • Telling the story in an organized way
Comprehension Skills	1.6 Develop and deepen comprehension of grade-level text	1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance. 1.6F Make inferences and use evidence to support understanding with adult assistance. 1.6G Evaluate details to determine what is most important with adult assistance. 1.6H Synthesize information to create new understanding with adult assistance.	Student is progressing towards being able to identify connections to self, text, and world, make inferences and use evidence to support understanding with teacher assistance.	Students are able to identify connections to self, text, and world, make inferences and use evidence to support understanding with teacher assistance.	Students are able to analyze connections to self, text, and world, make inferences and use evidence to support understanding with teacher assistance.	Students are able to evaluate when to make connections to self, text, and world, make inferences and use evidence to support understanding with teacher assistance.
THIRD REPORTING PERIOD						
Authors Purpose and Craft	1.10 Analyze and apply author's craft purposefully in order to develop his or her own products and performances/	1.10A Discuss the author's purpose for writing text. 1.10B Discuss how the use of text structure contributes to the author's purpose.	The student is able to discuss the author's purpose for writing (eg. to inform, persuade, entertain, describe, explain etc) AND examine word choice such as transitional words and phrases that may indicate the text structure(s)/organizational pattern(s) with teacher assistance .	The student is able to discuss the author's purpose for writing (eg. to inform, persuade, entertain, describe, explain etc) OR examine word choice such as transitional words and phrases that may indicate the text structure(s)/organizational pattern(s).	The student is able to discuss the author's purpose for writing (eg. to inform, persuade, entertain, describe, explain etc) AND examine word choice such as transitional words and phrases that may indicate the text structure(s)/organizational pattern(s) with sentence stems .	The student is able to discuss the author's purpose for writing (eg. to inform, persuade, entertain, describe, explain etc) AND examine word choice such as transitional words and phrases that may indicate the text structure(s)/organizational pattern(s).
Beginning Reading & Writing	1.2A Demonstrate Phonological Awareness	1.2A(v-vii) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	The student is able to blend AND/OR segment phonemes within one-syllable words.	The student is able to blend spoken phonemes to form one-syllable words including initial and/or final consonant blends AND Segment spoken phonemes to form one-syllable words of 3-5 individual phonemes into individual phonemes, including initial and/or final consonant blends.	The student is able to blend spoken phonemes to form one-syllable words including initial and/or final consonant blend AND Segment spoken phonemes to form one-syllable words of 3-5 individual phonemes into individual phonemes, including initial and/or final consonant blends. AND Manipulate beginning, middle, OR ending phonemes within base words	The student is able to blend spoken phonemes to form one-syllable words including initial and/or final consonant blend. AND Segment spoken phonemes to form one-syllable words of 3-5 individual phonemes into individual phonemes, including initial and/or final consonant blends AND Manipulate beginning, middle, AND ending phonemes within base words
	1.2B Demonstrate and apply phonetic knowledge by decoding words	1.2B(i-v) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	The student is able to decode words with: • closed syllables • open syllables • VCe syllables • vowel teams , including vowel digraphs • initial & final consonant blends • trigraphs, digraphs • compound words • words with inflectional endings including -ed, -s and -es	The student is able to decode words with: • closed syllables • open syllables • VCe syllables • vowel teams , including vowel digraphs • initial & final consonant blends • trigraphs, digraphs • compound words & contractions including -ed, -s and -es	The student is able to decode words with: • closed syllables • open syllables • VCe syllables • vowel teams , including vowel digraphs • r-controlled syllables • initial & final consonant blends • trigraphs, digraphs • compound words & contractions including -ed, -s and -es	The student is able to decode words with: • closed syllables • open syllables • VCe syllables • vowel teams , including vowel digraphs & diphthongs • r-controlled syllables • initial & final consonant blends • trigraphs, digraphs • compound words & contractions including -ed, -s and -es
	1.2Bvi Identify and read at least 100 high-frequency words	1.2Bvi identify and read at least 100 high-frequency words	The student will be able to identify and read less than 50 high frequency words from a research based list.	The student will be able to identify and read 61-60 high frequency words from a research based list.	The student will be able to identify and read 61-74 high frequency words from a research based list.	The student will be able to identify and read 75+ high frequency words from a research based list.
	1.2C Demonstrate and apply spelling knowledge	1.2C Demonstrate and apply spelling knowledge	The student is able to spell words with previously taught patterns and long vowels with silent e with teacher assistance	The student is able to spell words with previously taught patterns and other vowel teams and their spellings interchangeably .	The student is able to spell words with previously taught pattern and vowel teams with the most common spellings .	The student is able to spell words with previously taught patterns, medial ai, final ay, long ee, medial oa, final ow, vowel team oo, vowel team igh in medial position, and final y .

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	1.2F Develop handwriting by printing legibly	1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	The student is progressing towards writing words with few reversals using proper letter formation .	The student is able to write words using proper letter formation .	The student is able to write words and answers using proper letter formation and appropriate spaces between words.	The student is able to write words , answers and sentences legibly , using proper letter formation and appropriate spaces between words.
Composition: Writing Process	1.11 AB Plan and develop drafts	1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. 1.11B Develop drafts in oral, pictorial, or written form	The student is able to generate ideas about a topic and develop a draft by drawing with teacher assistance .	The student is able to plan a draft by generating ideas about a topic and develop a draft using a graphic organizer .	The student is able to generate ideas about a topic using a strategy (drawing, brainstorming, listing ideas, discussing ideas with others, reading, etc.) AND using the plan to develop the draft .	The student is able to determine the purpose for writing, generate ideas about a topic using a strategy (drawing, brainstorming, listing ideas, discussing ideas with others, reading, etc.), AND using the plan to develop the draft .
	1.11 CD Revise and edit drafts using correct written conventions (capitals, punctuation, spacing)	1.11C Revise drafts by adding details in pictures or words. 1.11D Edit drafts using standard English conventions	The student will be able to edit drafts using capitalization of beginning of sentences, and include ending punctuation while writing legibly and using appropriate spacing between words with teacher assistance .	The student will be able to edit drafts using capitalization of beginning of sentences, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding details in pictures or words with teacher assistance	The student will be able to edit drafts using capitalization of beginning of sentences, the pronoun I, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding details in pictures .	The student will be able to edit drafts using capitalization of beginning of sentences, the pronoun I, and proper nouns, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding details in pictures or words .
	1.12 Dictate literary text, informational text and correspondence Compose literary text, informational text and correspondence/	1.12A Dictate or compose literary texts, including personal narratives and poetry. 1.12B Dictate or compose informational texts, including procedural texts.	The student will be able to dictate or compose an informational text or a poem with teacher assistance .	The student will be able to dictate or compose an informational text or a poem.	The student will be able to compose an informational text AND poem by: Developing poetry through writing or dictating which may include: •Choosing words carefully to describe the subject or topic of the poem AND •Determining the purpose for writing informational text such as informing, explaining, describing, or defining a topic	The student will be able to compose an informational text AND poem by: •Choosing words carefully to describe the subject or topic of the poem •Incorporating poetic elements such as alliteration, repetition, rhythm, and/or rhyme (but understanding that not all poems have to rhyme) AND •Determining the purpose for writing informational text such as informing, explaining, describing, or defining a topic •Developing the message (e.g., central idea) throughout the text using facts, details, and examples
Fluency	1.4A Read grade-level text with fluency	1.4A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	The student will read a grade level text with 90% accuracy and have a word count of 44 words per minute or below .	The student will read a grade level text with 90% accuracy and have a word count of 45-49 words per minute .	The student will read a grade level text with 90% accuracy and have a word count of 50-54 words per minute .	The student will read a grade level text with 90% accuracy and have a word count of 55 words per minute or above .
Comprehension Skills	1.6 Develop and deepen comprehension of grade-level text	1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance. 1.6F Make inferences and use evidence to support understanding with adult assistance. 1.6G Evaluate details to determine what is most important with adult assistance. 1.6H Synthesize information to create new understanding with adult assistance.	Student is progressing towards being able to make connections to self, text, and world, make inferences and use evidence to support understanding, evaluate important details, with teacher assistance.	Students are able to identify connections to self, text, and world, make inferences and use evidence to support understanding, evaluate important details, with teacher assistance.	Students are able to analyze connections to self, text, and world, make inferences and use evidence to support understanding, evaluate important details with teacher assistance.	Students are able to evaluate when to make connections to self, text, and world, make inferences and use evidence to support understanding, evaluate important details with teacher assistance.

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Literary Elements	1.8 Recognize and analyze literary elements	1.8B Describe the main character(s) and the reason(s) for their actions.	The student is able to describe the main characters OR setting in texts read aloud.	The student is able to describe the main characters AND setting in texts read aloud and independently.	The student is able to describe : •the main characters • plot elements including main events, problems, solutions, • setting in texts read aloud and independently.	The student is able to describe : •the main characters and the reasons for their actions, • plot elements including main events, problems, solutions, • setting in texts read aloud and independently.
		1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.				
		1.8D Describe the setting.				
FOURTH REPORTING PERIOD						
Authors Purpose and Craft	1.10 Analyze and apply author's craft purposefully in order to develop his or her own products and performances	1.10A Discuss the author's purpose for writing text.	The student is able to discuss the author's purpose for writing (eg. to inform, persuade, entertain, describe, explain etc) AND examine word choice such as transitional words and phrases that may indicate the text structure(s)/organizational pattern(s) with teacher assistance .	The student is able to discuss the author's purpose for writing (eg. to inform, persuade, entertain, describe, explain etc) AND examine word choice such as transitional words and phrases that may indicate the text structure(s)/organizational pattern(s).	The student is able to discuss the author's purpose for writing (eg. to inform, persuade, entertain, describe, explain etc) AND examine word choice such as transitional words and phrases that may indicate the text structure(s)/organizational pattern(s) using sentence stems AND discuss whether a text is written in first- or third-person point of view	The student is able to discuss the author's purpose for writing (eg. to inform, persuade, entertain, describe, explain etc) AND examine word choice such as transitional words and phrases that may indicate the text structure(s)/organizational pattern(s) AND discuss whether a text is written in first- or third-person point of view
		1.10B Discuss how the use of text structure contributes to the author's purpose.				
1.10E Listen to and experience first- and third-person texts.						
Beginning Reading & Writing	1.2A Demonstrate Phonological Awareness	1.2A(v-vii) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	The student is able to blend AND/OR segment phonemes within one-syllable words.	The student is able to blend spoken phonemes to form one-syllable words including initial and/or final consonant blends AND Segment spoken phonemes to form one-syllable words of 3-5 individual phonemes into individual phonemes, including initial and/or final consonant blends.	The student is able to blend spoken phonemes to form one-syllable words including initial and/or final consonant blend. AND Segment spoken phonemes to form one-syllable words of 3-5 individual phonemes into individual phonemes, including initial and/or final consonant blends. AND Manipulate beginning, middle, OR ending phonemes within base words	The student is able to blend spoken phonemes to form one-syllable words including initial and/or final consonant blend. AND Segment spoken phonemes to form one-syllable words of 3-5 individual phonemes into individual phonemes, including initial and/or final consonant blends. AND Manipulate beginning, middle, AND ending phonemes within base words
	1.2B Demonstrate and apply phonetic knowledge by decoding words	1.2B(i-v) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	The student is able to decode words with: • closed syllables • open syllables • VCe syllables • vowel teams , including vowel digraphs • initial & final consonant blends • trigraphs, digraphs • compound words • words with inflectional endings including -ed, -s and -es	The student is able to decode words with: • closed syllables • open syllables • VCe syllables • vowel teams, including vowel digraphs • initial & final consonant blends • trigraphs, digraphs • compound words & contractions • words with inflectional endings including -ed, -s and -es	The student is able to decode words with: • closed syllables • open syllables • VCe syllables • vowel teams, including vowel digraphs • r-controlled syllables • initial & final consonant blends • trigraphs, digraphs • compound words & contractions • words with inflectional endings including -ed, -s and -es	The student is able to decode words with: • closed syllables • open syllables • VCe syllables • vowel teams, including vowel digraphs & diphthongs • r-controlled syllables • initial & final consonant blends • trigraphs, digraphs • compound words & contractions • words with inflectional endings including -ed, -s and -es
	1.2Bvi Identify and read at least 100 high-frequency words	1.2Bvi identify and read at least 100 high-frequency words	The student will be able to identify and read less than 85 high frequency words from a research based list.	The student will be able to identify and read 85-90 high frequency words from a research based list.	The student will be able to identify and read 91-99 high frequency words from a research based list.	The student will be able to identify and read 100+ high frequency words from a research based list.
	1.2C Demonstrate and apply spelling knowledge	1.2C Demonstrate and apply spelling knowledge	The student is able to spell patterns previously taught, long vowels with silent e, and vowel teams with teacher assistance .	The student is able to spell words with previously taught patterns, vowel teams, and r-controlled vowel spellings interchangeably.	The student is able to spell words with previously taught patterns, vowel teams, and r-controlled vowels with the most common spellings .	The student is able to spell words with previously taught patterns, long e spelled y, r controlled vowels ar, er, or, diphthongs ou initial and medial, ow final, oi and oy, vowel team oo in medial and ew in final, vowel team aw in final and silent letters wr, kn, gn, and blends scr, spr, str, thr, shr.
	1.2F Develop handwriting by printing legibly	1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	The student is progressing towards writing words with few reversals using proper letter formation.	The student is able to write words using proper letter formation .	The student is able to write words and answers using proper letter formation and appropriate spaces between words.	The student is able to write words , answers and sentences legibly, using proper letter formation and appropriate spaces between words.

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			Area of Concern - Scored 1	Limited Progress Toward Standard - Scored 2	Approaching Standard - Scored 3	Mastery of Standard - Scored 4
Composition: Writing Process	1.11 AB Plan and develop drafts Revise and edit drafts using correct written conventions (capitals, punctuation, spacing)	1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. 1.11B Develop drafts in oral, pictorial, or written form	The student is able to generate ideas about a topic and develop a draft by drawing with teacher assistance .	The student is able to plan a draft by generating ideas about a topic and develop a draft using a graphic organizer .	The student is able to determine the purpose for writing, generate ideas about a topic using a strategy (drawing, brainstorming, listing ideas, discussing ideas with others, reading, etc.), AND using the plan to develop the draft .	The student is able to determine the purpose for writing, generate AND organize ideas about a topic using a strategy (drawing, brainstorming, listing ideas, discussing ideas with others, reading, etc.), AND using the plan to develop the draft .
	1.11 CD Revise and edit drafts using correct written conventions	1.11C Revise drafts by adding details in pictures or words. 1.11D Edit drafts using standard English conventions	The student will be able to edit drafts using capitalization of beginning of sentences, and include ending punctuation while writing legibly and using appropriate spacing between words with teacher assistance .	The student will be able to edit drafts using capitalization of beginning of sentences, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding details in pictures or words with teacher assistance	The student will be able to edit drafts using capitalization of beginning of sentences, the pronoun I, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding details in pictures .	The student will be able to edit drafts using capitalization of beginning of sentences, the pronoun I, and proper nouns, and include ending punctuation while writing legibly and using appropriate spacing between words AND revise drafts by adding details in pictures or words .
	1.12 Dictate literary text, informational text and correspondence. Compose literary text, informational text and correspondence	1.12B Dictate or compose informational texts, including procedural texts. 1.12C Dictate or compose correspondence such as thank you notes or letters.	The student will be able to dictate or compose a procedural text or a correspondence with teacher assistance .	The student will be able to dictate or compose a procedural text or a correspondence .	The student will be able to dictate or compose a procedural text by: •Identifying the procedure to be explained and determining the audience AND correspondence by: •Determining the purpose and audience of the correspondence	The student will be able to dictate or compose a procedural text by: •Identifying the procedure to be explained and determining the audience •Explaining each step in the procedure and incorporating specific details AND correspondence by: •Determining the purpose and audience of the correspondence •Applying characteristics and techniques found in correspondences
Comprehension Skills	1.6 Develop and deepen comprehension of grade-level text	1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance. 1.6F Make inferences and use evidence to support understanding with adult assistance. 1.6G Evaluate details to determine what is most important with adult assistance. 1.6H Synthesize information to create new understanding with adult assistance.	Student is progressing towards being able to make connections to self, text, and world, make inferences and use evidence to support understanding, evaluate important details, synthesize information to create new understanding with teacher assistance.	Students are able to identify connections to self, text, and world, make inferences and use evidence to support understanding, evaluate important details, synthesize information to create new understanding with teacher assistance.	Students are able to analyze connections to self, text, and world, make inferences and use evidence to support understanding, evaluate important details, synthesize information to create new understanding with teacher assistance.	Students are able to evaluate when to make connections to self, text, and world, make inferences and use evidence to support understanding, evaluate important details, synthesize information to create new understanding with teacher assistance.
Fluency	1.4A Read grade-level text with fluency	1.4A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	The student will read a grade level text with 90% accuracy and have a word count of 49 words per minute or below .	The student will read a grade level text with 90% accuracy and have a word count of 50-54 words per minute .	The student will read a grade level text with 90% accuracy and have a word count of 55-59 words per minute .	The student will read a grade level text with 90% accuracy and have a word count of 60 words per minute or above .
Literary Elements	1.8 Recognize and analyze literary elements	1.8B Describe the main character(s) and the reason(s) for their actions. 1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. 1.8D Describe the setting.	The student is able to describe the main characters OR setting in texts read aloud.	The student is able to describe the main characters AND setting in texts read aloud and independently.	The student is able to describe : •the main characters • plot elements including main events, problems, solutions, • setting in texts read aloud and independently.	The student is able to describe : •the main characters and the reasons for their actions, • plot elements including main events, problems, solutions, • setting in texts read aloud and independently.

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Genres	1.9 Recognize and analyze genre-specific characteristics, structures, and purpose.	1.9 D Recognize characteristics and structures of informational text	The student is able to identify genre characteristics such as central idea and supporting details with teacher assistance .	The student is able to identify genre characteristics such as central idea, and supporting details .	The student is able to identify genre characteristics such as central idea, supporting details, examples, text structure(s)/organizational pattern(s), text/print or graphic features, etc.	The student is able to identify genre characteristics such as central idea, supporting details, examples, text structure(s)/organizational pattern(s), text/print or graphic features, etc. AND explain how genre characteristics and text structure(s)/organizational pattern(s) impact meaning.