Observable Behaviors of 1st Grade ELA Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)	Exceptional (4)
	Unable to perform the skill even with support.	**Partially, inconsistently or with support is able to perform the skill.**	**Independently able to perform the skill.**	**In addition to being proficient, student also independently uses complex thinking that extends an in-depth understanding, analysis and application of the skill.**
Reads and Comprehends Grade Level Text				
Reads and understands grade level texts RL/RI 1.10	**Behavior:** Student demonstrates limited ability to read and understand grade-level texts, often requiring substantial assistance. **Student's instructional text level range is in the warning stage based on district guidelines.** **Example:** Student struggles to identify the main idea of a simple text and may need prompts to recall key details from the story.	**Behavior:** Student can identify basic details in grade-level texts but may have difficulty with comprehension beyond surface-level understanding. **Student's instructional text level range is below grade level expectations based on district guidelines.** **Example:** Student can locate some facts or details from a nonfiction text but may struggle to summarize the text or connect information to prior knowledge.	**Behavior:** Student can independently read and understand most grade-level texts, identifying key details, main ideas, and making simple inferences. **Student's instructional text level range meets grade level based on district guidelines.** **Example:** Student can summarize a story's plot or explain the main idea of a nonfiction text, providing clear and accurate details.	**Behavior:** Student demonstrates a deep understanding of grade-level texts, making connections, inferences, and analyzing content. **Student's instructional text level range exceeds grade level expectations based on district guidelines.** **Example:** Student can explain not only the main idea but also how details support that idea, and can make insightful connections between the text and their own experiences or other texts.
Reads with fluency on grade level texts RF 1.4	**Behavior:** Struggles to read grade-level text with proper fluency, often needing frequent support. Words are read slowly and with difficulty, affecting comprehension. **Example:** The student reads "The cat is big" slowly, saying each word individually with frequent pauses and needing assistance for most words.	**Behavior:** Can read some grade-level text with moderate fluency but still requires occasional support. Words are read with some hesitation, and understanding may be impacted by pauses or mispronunciations. **Example:** The student reads "The cat is big" with only a few pauses but still hesitates on some words like "big" and takes time to figure them out.	**Behavior:** Reads most grade-level text fluently with few mistakes. There may still be occasional pauses but they do not disrupt overall flow. **Example:** The student reads "The cat is big" with smooth pacing, and only pauses momentarily to self-correct a minor word like "big," demonstrating confidence and understanding.	**Behavior:** Reads grade-level texts with high fluency, using expression and intonation that demonstrate deep understanding of the text. **Example:** The student reads "The cat is big" quickly and smoothly, with appropriate expression and pauses for punctuation, demonstrating full understanding of the text.
Reads with accuracy on grade level texts RF 1.4	**Behavior:** Struggles with recognizing and reading high-frequency words and decodable patterns, leading to frequent mistakes. Requires significant support to correct errors. **Example:** The student reads "The cat is big" as "The car is dog," making several errors and needing frequent help to recognize and correct the words.	**Behavior:** Recognizes some grade-level high-frequency words and can decode many simple words, but makes occasional errors. Needs some support to correct mistakes and read with accuracy. **Example:** The student reads "The cat is big" with a slight mispronunciation of "cat" as "bat," but self-corrects after a prompt or encouragement to check the word.	**Behavior:** Reads most grade-level text accurately with few errors, recognizing high-frequency words and decoding new words effectively. Errors are rare and self-corrected quickly. **Example:** The student reads "The cat is big" correctly, making no errors and reading the words smoothly with accurate pronunciation and fluency.	**Behavior:** Reads grade-level text with complete accuracy, consistently recognizing high-frequency words and decoding unfamiliar words correctly. Errors and shows excellent self-correction when needed. **Example:** The student reads "The cat is big" fluently and accurately, with no mispronunciations or hesitation, demonstrating strong word recognition and decoding skills.
Key Ideas and Details in Literature				
At student's instructional level, can ask and answer questions to demonstrate understanding of key details in a text, including setting and major events. RL 1.1/RL 1.3	**Behavior:** Struggles to understand and remember basic details from a text. **Example:** After listening to a story, the student is unable to recall key details, such as the main character's name or the plot of the story.	**Behavior:** Can identify some main ideas and details but may need prompting to recall them accurately. **Example:** The student can recall the main character's name but needs help remembering what happened to that character during the story.	**Behavior:** Can independently identify key details and summarize the story. **Example:** The student is able to recall the main character, the setting, and key events from the story without assistance.	**Behavior:** Demonstrates deep understanding of the text, including making connections to other texts or personal experiences. **Example:** The student not only recalls details from the story but also explains how the story relates to their own life or connects to another book they have read.

At student's instructional level, describes characters in a story using key details from the text. RL 1.3	**Behavior:** Struggles to identify or describe characters in the story, missing key details or providing inaccurate information. **Example:** The student may mention a character's name but is unable to describe any important traits, such as how the character looks or acts in the story.	**Behavior:** Can identify basic details about the character, but may have difficulty explaining key traits or actions in the story. **Example:** The student can say, "The character is nice," but has trouble explaining why the character is nice or providing specific actions from the story that show this trait.	**Behavior:** Can describe the character using key details from the text, such as actions, words, or physical appearance, with little to no prompting. **Example:** The student can explain, "The character is brave because he helps his friend even though he's scared" or "The character is tall with red hair and loves to play outside."	**Behavior:** Provides a detailed description of the character, incorporating a variety of key details and making connections to the character's feelings, motivations, or relationships with others. **Example:** The student describes, "The character is kind because she helps everyone in the town, like when she gave her lunch to the hungry dog. She is also very brave because she stood up to the bully even though she was afraid."
Craft and Structure in Literature				
At their instructional level, describe the overall structure of a story and identify narrative text features RL 1.5	**Behavior:** Struggles to identify or describe basic parts of the story or narrative text features. **Example:** The student is unable to identify the beginning, middle, or end of the story, or has difficulty pointing out elements like the title or illustrations.	**Behavior:** Can identify some story elements (e.g., beginning, middle, or end) with prompting, but has difficulty explaining how these parts connect or relate to the overall structure. **Example:** The student might recognize that a story has a beginning and an end but may struggle to describe what happens in the middle or how the illustrations support the story.	**Behavior:** Can identify the basic structure of a story (beginning, middle, end) and can point out some narrative text features such as titles, illustrations, or dialogue. **Example:** The student can explain, "The beginning is when the character gets lost, the middle is when they find a friend, and the end is when they both go home. The pictures show what happens at each part."	**Behavior:** Provides a clear description of the story's structure and identifies various narrative text features, such as setting, characters, events, and how illustrations or dialogue contribute to the text. **Example:** The student describes, "The story has a beginning where the character is sad because they lost their toy, the middle where they search for it, and the end where they find it. The illustrations show where the character looks for the toy, and the dialogue helps us understand how the character feels."
Key Ideas and Details & Integration of Knowledge in Informational Text				
At their instructional level, can ask and answer questions to Demonstrates understanding of key details in an informational text and identify the main topic. RI 1.1/1.2	**Behavior:** Struggles to ask or answer questions about the text and has difficulty identifying the main topic. **Example:** The student cannot answer questions like "What is this text about?" or "What did the text say about the animal?" and cannot name the main topic of the text.	**Behavior:** Can answer simple questions about key details with some support but struggles to identify the main topic. **Example:** The student may answer a question about a specific detail but needs help recognizing the overall main topic or struggle to explain what the text is mostly about.	**Behavior:** Can ask and answer questions about key details in the text and identify the main topic independently. **Example:** The student can answer questions like "What did the text tell you about sharks?" and clearly state that the main topic of the text is "sharks."	**Behavior:** Asks and answers a variety of questions to demonstrate a deeper understanding of the text and identifies the main topic with clear explanations. **Example:** The student asks questions like, "What do sharks eat?" and answers, "Sharks eat fish," while also stating, "The main topic of the text is sharks because it talks about where they live, what they eat, and how they swim."

At their instructional level, can describe the connection between two individuals, events, ideas, or pieces of information in a text RI 1.3	**Behavior:** The student struggles to identify or describe connections between individuals, events, ideas, or pieces of information. The response may be unclear or overly simplistic, with little or no explanation of how the elements are related. **Example:** The student may mention an event or idea but not explain the connection. Example in text: "The dog ran. The cat is big." (No clear connection is made between the two.)	**Behavior:** The student begins to identify basic connections between two elements in a text but provides limited or unclear explanations. The connections may be simple or not fully developed. **Example:** The student can identify a connection but may not fully explain how or why the two elements are related. **Example in text:** "The dog ran, and the boy was happy." (The connection is noted but lacks detail about why they are related or how it affects the story.)	**Behavior:** The student can identify and describe the connection between two individuals, events, ideas, or pieces of information with clear explanations. The connections are logical and supported by details from the text. **Example:** The student describes how two elements are connected, showing a basic understanding of cause and effect, sequence, or relationships between ideas. **Example in text:** "The dog ran after the boy, and the boy smiled because he was happy to play." (The student describes the cause-and-effect relationship between the two actions.)	**Behavior:** The student can describe connections between multiple elements in the text, providing detailed and thoughtful explanations. The student makes insightful connections between individuals, events, ideas, or information and supports these with clear examples from the text. **Example:** The student identifies and explains complex relationships or connections, showing a deeper understanding of how the elements are linked. **Example in text:** "The dog ran after the boy, and when the boy stopped, the dog sat down too. They both smiled because they were playing together. This shows that the boy and the dog enjoy being with each other." (The student explains the relationship between the dog and boy with insight and evidence from the text.)
Foundational Skills				
Demonstrates and applies grade-level word study knowledge	**Behavior:** Struggles to recognize and apply grade-level word patterns or phonics rules. **Example:** The student has difficulty identifying and spelling simple CVC words (e.g., "cat," "dog"). They may frequently misspell words that follow regular patterns, such as writing "cne" instead of "can."	**Behavior:** Recognizes some grade-level word patterns and can apply them inconsistently with support. **Example:** The student can spell and read CVC words like "mat" and "bag" correctly but may struggle with longer or more complex words, like "jump" or "sand." They may need reminders to apply phonics rules for common word patterns.	**Behavior:** Consistently applies grade-level word patterns and phonics rules to read and spell familiar words correctly. **Example:** The student can confidently read and spell CVC, CCVCC, and simple sight words accurately (e.g., "fish," "sand," "play"). They are able to decode and encode most words at their grade level independently.	**Behavior:** Demonstrates an advanced understanding of grade-level word study knowledge, applying it to both familiar and unfamiliar words. **Example:** The student can spell and read a wide variety of words, including irregular sight words and words with common vowel teams or digraphs (e.g., "train," "clown," "shiny"). They can independently apply phonics rules to decode new words with confidence and accuracy.
At their instructional level demonstrates and applies word study knowledge	**Behavior:** The student demonstrates limited or inconsistent understanding of word study concepts. They may struggle to identify or apply letter-sound relationships, patterns, or rules. **Example:** The student is unable to identify rhyming words when given a list (e.g., unable to match "cat" with "bat"). They may mix up letter sounds and struggle with basic sight words.	**Behavior:** The student demonstrates some understanding of word study concepts and can apply them with some support. They may use strategies to decode or spell familiar words, but still require guidance for more complex patterns. **Example:** The student can identify rhyming words but may still confuse some letters (e.g., "cat" with "cot") when reading or writing. They can spell basic sight words correctly but struggle with longer, less familiar words.	**Behavior:** The student demonstrates a solid understanding of word study concepts and applies them independently in reading and writing. They can decode words, identify patterns, and use strategies effectively. **Example:** The student correctly identifies rhyming words ("cat" and "bat") and can apply letter-sound relationships to decode new words (e.g., "hop" to "stop"). They can write most sight words correctly and use word patterns to spell unfamiliar words.	**Behavior:** The student demonstrates a deep and flexible understanding of word study concepts and consistently applies them with precision. They use a wide range of word study strategies independently and accurately in reading, writing, and spelling. **Example:** The student can identify rhyming words, word families, and syllable patterns in both familiar and unfamiliar words. They can quickly and accurately decode multisyllabic words (e.g., "sunshine") and apply advanced spelling rules in their writing. They independently self-correct errors and demonstrate a strong understanding of word study principles.

Able to read and write grade level high frequency words quickly and accurately within continuous text. RF 1.4/L 1.2	**Behavior:** Struggles to recognize and write grade-level high-frequency words; needs frequent support to read or write these words correctly.	**Behavior:** Recognizes and writes some high-frequency words correctly but requires support to read them fluently in continuous text.	**Behavior:** Reads and writes most grade-level high-frequency words quickly and accurately with minimal support.	**Behavior:** Reads and writes all grade-level high-frequency words quickly and accurately in continuous text, demonstrating fluency and independence.
Writing- Text Types and Purposes				
Writes a narrative with a beginning, middle, and end. W 1.3 ideas	**Behavior:** The student attempts to write a narrative but may not include a clear beginning, middle, or end. The story may be incomplete or unclear. **Example:** "I went to the park." (The narrative begins with a simple statement, but there is no clear development of the story or conclusion.)	**Behavior:** The student writes a narrative with a basic beginning, middle, and end, but the transitions between them may be unclear, and the story may lack detail or development. **Example:** "I went to the park. I played on the swings. Then I went home." (The narrative includes the beginning, middle, and end, but there are few details or transitions, making the story feel flat.)	**Behavior:** The student writes a narrative with a clear beginning, middle, and end, with simple details that help develop the story. There is some attempt at using transitions between events. **Example:** "I went to the park with my friend. We played on the swings, and then we played tag. After we got tired, we went home to have lunch." (The narrative has a clear structure with a beginning, middle, and end, and includes simple details with a logical flow.)	**Behavior:** The student writes a narrative with a clear, engaging beginning, middle, and end, using detailed descriptions and smooth transitions between events. The story is well-developed with rich details that engage the reader. **Example:** "One sunny day, I went to the park with my friend. We ran to the swings and pushed each other really high. Then we played tag and laughed so much! After playing for a while, we sat on the grass and ate our snacks. It was a perfect day, and I didn't want to leave the park." (The narrative is well-developed with rich details, clear transitions, and a strong sense of closure.)
Writes an informative explanatory text to examine a topic and convey ideas and information clearly. W 1.2 ideas	**Behavior:** The student writes about a topic but provides minimal or unclear information. The ideas are not well organized or fully developed. **Example:** "Birds fly." (The idea is very simple, and there is no additional information or explanation.)	**Behavior:** The student introduces a topic and provides some information, but the details may be basic or not fully explained. There is an attempt to organize the writing, but it may be unclear. **Example:** "Birds fly in the sky. They have wings." (The student introduces the topic and gives a few details but lacks further explanation or organization.)	**Behavior:** The student clearly introduces a topic, provides several details that explain or describe the topic, and organizes the information logically. The ideas are mostly clear and connected. **Example:** "Birds can fly because they have wings. They also have feathers that help them stay in the air. Birds fly high in the sky to find food." (The topic is introduced clearly, and several details are provided in a logical order.)	**Behavior:** The student clearly introduces a topic, supports it with several detailed facts, and organizes the information in a well-structured and clear manner. The writing explains the topic thoroughly, with clear connections between ideas. **Example:** "Birds are animals that can fly. They have wings that help them soar through the air. Birds also have feathers that keep them warm and light so they can stay in the sky. Some birds, like eagles, fly very high to find food, while others, like sparrows, stay close to the ground. Birds fly to find food and build nests in tall trees." (The topic is introduced, well-organized, and explained with several clear and detailed facts.)

Writes an opinion piece that states an opinion, supplies reasons, and a sense of closure. W 1.1 ideas	**Behavior:** The student states an opinion, but it is not clear or fully developed. Reasons may be missing or unclear. **Example:** "I like pizza." (No explanation or reasoning given)	**Behavior:** The student states an opinion and provides at least one reason, but the reasoning may be simple or not fully explained. **Example:** "I like pizza because it tastes good." (The opinion is clear, and the reason is provided but is basic.)	**Behavior:** The student clearly states an opinion and provides at least two reasons with simple explanations to support it. The writing has a beginning, middle, and end, with a sense of closure. **Example:** "I like pizza because it tastes good and is easy to eat. I can eat it for lunch or dinner." (Opinion is clear, reasons are given with simple explanations, and the writing has a clear conclusion.)	**Behavior:** The student clearly states a strong opinion, supports it with multiple reasons, and provides detailed explanations. The writing has a clear structure with a strong beginning, middle, and closing sentence that wraps up the piece. **Example:** "I like pizza because it tastes really good, and you can put many toppings on it. I can eat pizza for lunch or dinner, and it's fun to share with friends and family. Pizza is my favorite food!" (Opinion is clearly stated, reasons are detailed, and the piece concludes with a strong sense of closure.)
Writes content specific explanatory/informative pieces including narration of historical events, scientific/mathematical procedures and processes. 1contentwrit	**Behavior:** Struggles to write explanatory or informative content. The writing lacks clear focus, and the student may provide minimal or inaccurate details about the topic. **Example:** The student writes a sentence like, "The moon is in the sky," with little explanation or detail. There is little to no connection between ideas, and the piece doesn't explain or inform about a specific process or event.	**Behavior:** Begins to write explanatory or informative content with some focus, but lacks depth or clarity. Some information may be accurate, but there are gaps in details or the explanation is incomplete. **Example:** The student writes, "The moon goes around the Earth," but does not explain how or why the moon moves. The writing may mention a scientific or historical event but lacks specific details or a clear sequence of ideas.	**Behavior:** Writes clear and focused explanatory or informative content with a logical sequence. The student includes relevant details and presents a basic understanding of the topic, providing an informative explanation or process. **Example:** The student writes, "The moon goes around the Earth. It takes about 28 days to complete one orbit. This is why we see the moon change shape in the sky," demonstrating a basic understanding of the scientific process of the moon's orbit.	**Behavior:** Writes detailed, clear, and well-organized explanatory or informative content, demonstrating a deep understanding of the topic. The student provides specific and relevant information with a logical flow and clear explanation of the process or event. **Example:** The student writes, "The moon orbits around the Earth every 28 days. As the moon moves, we see different phases. The first phase is the new moon, followed by the crescent, half moon, and full moon. This cycle repeats about once a month," providing detailed, clear information about the moon's phases and the process involved.
Writing- Production and Distribution				
Demonstrates a command of the grade-level appropriate conventions of standard English grammar and usage. L 1.1/1.2	**Behavior:** Demonstrates limited understanding of grade-level grammar and usage conventions. Frequent errors in basic sentence structure, punctuation, and word usage. **Example:** Student writes simple sentences with multiple errors, such as missing punctuation or incorrect word usage (e.g., "She going to the store" or "I can't wait to play, I love it").	**Behavior:** Demonstrates some understanding of basic grammar and usage conventions but makes occasional errors. Some sentences are incomplete or contain errors in punctuation, capitalization, or subject-verb agreement. **Example:** Student writes sentences like, "She is going to the store" but may make mistakes like "He go to school" or forget to use capital letters at the start of sentences or for proper nouns.	**Behavior:** Demonstrates a solid understanding of grade-level grammar and usage conventions with few errors. Sentences are complete with correct punctuation, capitalization, and subject-verb agreement. **Example:** Student writes sentences such as, "She is going to the store" with proper use of punctuation and capitalization. There are minimal errors in sentence structure, such as occasionally missing a comma in a list or a minor mistake with subject-verb agreement.	**Behavior:** Consistently applies grade-level grammar and usage conventions with a high degree of accuracy. Writing demonstrates command of sentence structure, punctuation, capitalization, and subject-verb agreement. **Example:** Student writes clear and grammatically correct sentences such as, "She is going to the store to buy apples." All sentences are correctly capitalized and punctuated, and there are no errors in subject-verb agreement or word usage. The student consistently uses conventions accurately throughout their writing.

Develops writing by planning, revising, editing, and publishing. W 1.5	**Behavior:** Struggles to plan, revise, edit, or publish writing. Writing is incomplete or lacks structure. **Example:** Student writes a few sentences without an organized structure or any clear beginning, middle, or end. There is little evidence of revisions or edits, and the final piece is unclear.	**Behavior:** Begins to plan, revise, edit, and publish writing but may need support. Writing shows some organization, though revisions or edits are minimal or inconsistent. **Example:** Student writes a basic story with a beginning and an ending. They may have added a sentence or two after feedback but have only made a few minor changes without much thought to improvement. Some spelling or punctuation errors may remain.	**Behavior:** Demonstrates a clear ability to plan, revise, edit, and publish writing independently. Writing is organized with a clear structure, and revisions and edits show effort to improve the piece. **Example:** Student writes a story with a clear beginning, middle, and end. After receiving feedback, they make thoughtful revisions (e.g., adding details, correcting spelling) and publish a well-structured final piece.	**Behavior:** Skillfully plans, revises, edits, and publishes writing with attention to detail. Writing is well-organized, clear, and engaging, with meaningful revisions and careful editing. **Example:** Student writes a story with excellent organization, including a detailed introduction, well-developed middle, and satisfying conclusion. They revise by adding strong descriptions, edit for correct spelling and punctuation, and publish a polished, high-quality piece that is creative and well-written.