

Grade: First **Subject:** Reading

Phonological Awareness: understanding of syllables and sounds in spoken words

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to orally segment initial, medial vowel, <u>or</u> final sounds in spoken single-syllable words.	A first grade student at this level can: • orally segment initial, medial vowel, <u>or</u> final sounds in spoken single-syllable words; • orally produce single-syllable words by blending sounds with support.	A first grade student at this level can: • orally segment and isolate initial, medial vowel, <u>and</u> final sounds in spoken single-syllable words; • orally produce single-syllable words by blending sounds.	A first grade student at this level can: • orally segment and isolate single-syllable words into their individual sounds, including initial, medial vowel, and final sounds as well as consonant blends; • orally produce single-syllable words by blending sounds; • distinguish long from short vowel sounds in spoken single-syllable words.

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Phonics: apply phonics skills to decode words

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to decode one syllable words.	A first grade student at this level can: • decode regularly spelled one syllable words with support.	A first grade student at this level can: • decode regularly spelled one syllable words; • know the spelling-sound correspondences for common consonant digraphs; • read words with introduced inflectional endings.	A first grade student at this level can: • decode two syllable words; • know final -e and common vowel teams for representing long vowel sounds; • read words with all grade appropriate inflectional endings.

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Word Recognition: read irregularly spelled words

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to read irregularly spelled words.	A first grade student at this level reads fewer grade- appropriate irregularly spelled words than expected.	A first grade student at this level is increasing recognition of grade- appropriate irregularly spelled words.	A first grade student at this level reads all 170 irregularly spelled words.

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Fluency: utilize strategies to read accurately and fluently

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
The first grade student at this level requires extensive support to read a text.	A first grade student at this level reads by: • Using little expression; • Using some short phrases and word-by-word reading.	A first grade student at this level demonstrates progress toward fluently reading grade level text with purpose and understanding, including: • Using some expression; • Using longer words phrases some of the time; • Heeding punctuation most of the time.	A first grade student at this level demonstrates fluency by reading grade level text with purpose and understanding, including: • Using appropriate expression; • Using longer word phrases; • Heeding punctuation most of the time.

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Key Ideas and Details: demonstrates comprehension

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level is not able to to answer questions from the text.	A first grade student at this level can answer some questions from the text.	A first grade student at this level can retell a story using details from the text.	A first grade student at this level can retell a story using details that include characters, setting and major events. The student can identify the central message or lesson of a story.

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Craft and Structure: differentiate between types of text and who is telling a story

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to identify books that tell stories and books that inform.	A first grade student at this level can: • identify books that tell stories and books that inform.	A first grade student at this level can: • explain the differences between books that tell stories and books that inform; • identify who is telling a story in a text.	A first grade student at this level can: • explain the differences between books that tell stories and books that inform; • identify who is telling a story at various points in a text; • identify words and phrases in stories and poems that appeal to the senses.

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Subject: Reading

Integration of Knowledge and Ideas: describe, compare and contrast story elements

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level can: requires extensive support to identify characters, setting, or events	A first grade student at this level can: • use illustrations and details in a story to describe its characters, setting, or events with support.	A first grade student at this level can: • use illustrations and details in a story to describe its characters, setting, or events.	A first grade student at this level can: • compare and contrast the adventures and experiences of characters in stories.

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Subject: Reading

Key Ideas and Details: demonstrates comprehension

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to answer questions.	A first grade student at this level can: • answer questions about the text with support.	A first grade student at this level can: • answer questions about the text; • identify the main topic and a few key details that support the main topic; • make a connection to a text.	A first grade student at this level can: • answer questions about the text; • retell using the main topic and important supporting details; • describe meaningful connections to the text; • ask one question about the text.

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Craft and Structure: identify and apply informational text features

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level can: • know and use some text features to determine meaning and locate key facts from pictures and text with extensive support.	A first grade student at this level can: • know and use some text features to determine meaning and locate key facts from pictures and text with support.	The student can: • ask and answer questions about words/phrases to help clarify meaning with support; • know and use some text features to determine meaning and locate key facts from pictures and text.	A first grade student at this level can: • ask and answer questions about words/phrases to help clarify meaning; • know and use various text features to determine meaning and locate key facts from pictures and text.

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Integration of Knowledge and Ideas: describe, compare, and contrast informational texts

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to use illustrations and details in a text to describe key ideas.	A first grade student at this level can: • use illustrations and details in a text to describe key ideas with support.	A first grade student at this level can: • use illustrations and details in a text to describe key ideas.	A first grade student at this level can: • compare and contrast two informational texts on the same topic.

Grade: First **Subject:** Reading

Determine and clarify meanings of unknown words and phrases

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level is unable to determine and clarify meanings of words and phrases.	A first grade student at this level requires teacher guidance to determine and clarify meanings of words and phrases using strategies in isolation.	A first grade student at this level can determine and clarify meanings of words and phrases using at least one strategy within a text.	A first grade student at this level can independently determine and clarify meanings of words and phrases flexibly from an array of strategies within a text.

Grade: First **Subject:** Writing

Structures Opinion Writing: state an opinion and supply a reason for the opinion

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to write opinion pieces.	A first grade student at this level can write opinion pieces that: • state an opinion; • supply a reason.	A first grade student at this level can write opinion pieces that: • introduce the topic they are writing about and/or provide a sense of closure; • state an opinion; • supply a reason.	A first grade student at this level can write opinion pieces that: • introduce the topic they are writing about; • state an opinion; • supply a reason for the opinion; • provide some sense of closure.

Grade: First **Subject:** Writing

Structures Informative Writing: name a topic, supply facts, and provide closure

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to write an informative/explanatory text.	A first grade student at this level can write informative/explanatory text that: • names a topic; • supplies a fact about the topic.	A first grade student at this level can write informative/explanatory text that: • names a topic; • supplies one or two facts about the topic; • may provide some sense of closure.	A first grade student at this level can write informative/explanatory text that: • names a topic; • supplies three or more facts about the topic from shared research, information gathered, or experiences; • provides some sense of closure.

Grade: First **Subject:** Writing

Structures Narrative Writing: narrates two or more sequenced events

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to write a narrative that includes two or more sequenced events.	A first grade student at this level can write narratives that: ● recount one or more events; ● include minimal details.	A first grade student at this level can write narratives that: ● recount two or more appropriately sequenced events; ● include few details regarding what happened; ● may provide some sense of closure.	A first grade student at this level can write narratives that: ● recount two or more appropriately sequenced events; ● include a detail regarding what happened for most events; ● use transition words to signal event order; ● provide some sense of closure.

Grade: First **Subject:** Writing

Demonstrates command of capitalization, punctuation, and spelling through writing

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to use and apply spelling patterns, sight words, capitalization, and punctuation.	With support, first grade students at this level are able to occasionally use and apply: ● learned spelling patterns and sight words; ● complete sentences; ● capitalization; ● ending punctuation. Punctuation, capitalization, and spelling may be done in isolation and may interfere with meaning of writing.	In their everyday writing, first grade students at this level inconsistently use and apply: ● learned spelling patterns and sight words; ● complete sentences; ● capitalization; ● ending punctuation. While inconsistent, punctuation, capitalization, and spelling do not interfere with meaning in writing.	In their everyday writing, first grade students at this level are able to consistently use and apply: ● learned spelling patterns and sight words; ● complete sentences; ● capitalization; ● ending punctuation. Punctuation, capitalization, and spelling do not interfere with meaning in writing.

Grade: First **Subject:** Writing

Revises and edits to improve writing by responding to guidance and using digital tools

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive teacher support to revise, edit, improve, and publish writing.	A first grade student at this level can edit work by; • adding capitals and ending marks to improve writing with teacher support; • Adding details suggested by the teacher to make writing more vivid; • Using digital resources suggested by the teacher to present their work.	A first grade student at this level can edit work by: • adding capitals, ending marks and other words to improve writing with teacher support; • Adding details, with teacher support, to make their writing more vivid; • Using digital resources to present their work with teacher support.	A first grade student at this level can independently edit work by: • adding capitals, ending marks and other words to improve writing; • adding details independently to make writing more vivid; • using digital resources to present their work.

Grade: First **Subject:** Speaking and Listening

Clearly communicates ideas orally

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level is unable to apply grade-level speaking and listening skills in order to communicate clearly.	A first grade students at this level can: • Participate in small and larger group collaborative conversations with diverse partners; • Answer questions about information from a speaker; • Produces short, basic answers appropriate to task and situation.	A first grade students at this level can: • Engage in small and larger group collaborative conversations with diverse partners; • Follow agreed upon rules for discussions; • Ask or answer questions about key ideas or details from a text read aloud or information presented orally or through other media; • Ask or answer questions about information from a speaker; • Produce complete sentences when appropriate to task and situation.	A first grade students at this level can: • Engage in small and larger group collaborative conversations with diverse partners; • Follow agreed upon rules for discussions; • Ask or answer questions about key ideas or details from a text read aloud or information presented orally or through other media; • Ask or answer questions about information from a speaker; • Produce complete sentences when appropriate to task and situation; • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly; • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, or feelings.

Grade: First

Subject: Mathematics

Represent and solve problems involving addition and subtraction.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
The student requires extensive support to solve word problems within 20 by adding, subtracting, or drawing a picture and writing a number sentence to represent an addition and subtraction word problem.	With support, a first grade student at this level is working toward solving word problems within 20 by: • adding or subtracting; • drawing pictures and writing number sentences.	A first grade student at this level is working toward solving word problems within 20 by: • adding and subtracting; • drawing pictures and writing number sentences.	A first grade student at this level can solve word problems within 20 by: • adding and subtracting; • drawing pictures and writing number sentences; • solving addition word problems with 3 numbers whose sum is 20 or below; • identifying and solving for unknown numbers in all positions.

Grade: First

Subject: Math

Understand and apply properties and relationships of addition and subtraction.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
The student requires extensive support to solve problems using the commutative property of addition and subtraction.	With support, a first grade student at this level can: • solve problems using the commutative property of addition and subtraction.	A first grade student at this level can: • solve problems using the commutative property of addition and subtraction .	A first grade student at this level can: • solve problems using the commutative property of addition and subtraction; • add three numbers within 20 using the associative property (making 10); • Understand subtraction as an unknown-addend problem. (subtract $10 - 8$ by finding the number that makes 10 when added to 8).

Grade: First

Subject: Math

Add and subtract within 20, fluently within 10

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to add and subtract within 20.	A first grade student at this level requires support to use strategies to add and subtract within 20.	A first grade student at this level is increasing use of strategies to add and subtract within 20. A first grade student at this level is increasing fluency of addition and subtraction facts within 10.	A first grade student at this level can use multiple strategies to add and subtract within 20, demonstrating fluency within 10.

Grade: First

Subject: Math

Work with addition and subtraction equations.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires <i>extensive</i> support to: • Determine if equations involving addition or subtraction are true or false; • Determine the unknown addend in an addition equation relating three whole numbers.	A first grade student at this level can: • Determine if equations involving addition <i>or</i> subtraction are true or false with support; • Determine the unknown addend in an addition equation relating three whole numbers with support.	A first grade student at this level can: • Determine if equations involving addition <i>or</i> subtraction are true or false; • Determine the unknown addend in an addition equation relating three whole numbers.	A first grade student at this level can: • Determine if equations involving addition and subtraction are true or false (ex. $6 = 6$, $4+1=5+2$); • Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (ex. $8+?=11$).

Grade: First

Subject: Math

Extend the counting sequence.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level needs extensive support to work towards: • counting to 100; • reading and write numerals.	A first grade student at this level can: • count to 100 starting at 1; • read and write numerals with support.	A first grade student at this level working toward: • Counting past 100, starting at any number; • reading and writing numerals from 0-120; • representing a number of objects with a written numeral.	A first grade student at this level can: • count to 120, starting at any number less than 120; • read and write numerals from 0-120; • represent a number of objects with a written numeral.

Grade: First

Subject: Math

Understand place value.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level needs extensive support to understand place value.	With teacher support, a first grade student at this level can; • use a manipulative or place value chart to demonstrate an understanding of place value.	A first grade student at this level can; • Use a manipulative or place value chart to demonstrate an understanding of place value; • compare two-digit numbers and record with the symbols $>$, $<$, $=$.	A first grade student at this level can; • Demonstrate an understanding of place value, representing numbers as tens and ones; • compare two-digit numbers and record with the symbols $>$, $<$, $=$.

Grade: First

Subject: Math

Use place value understanding and properties of operations to add and subtract.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level needs extensive support to: • add within 100.	With support, A first grade student at this level can: • Add a two-digit and a one-digit number within 100 using concrete models or drawings; • Use counting or tools to find 10 more or 10 less.	A first grade student at this level can: • Add a two-digit and a one-digit number within 100 using concrete models or drawings; • find 10 more or 10 less without counting.	A first grade student at this level can: • Add a two-digit and a one-digit number within 100 using concrete models or drawings; • find 10 more or 10 less without counting; • subtract multiples of 10 in the range 10-90 and explain the reasoning used.

Grade: First

Subject: Math

Measure lengths indirectly and by iterating length units.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level demonstrates limited understanding of measurement and requires extensive support.	With support, a first grade student at this level can: • Order three objects by length; • Compare the lengths of objects indirectly.	A first grade student at this level can: • Order three objects by length; • Compare the lengths of objects indirectly; • measure objects in whole units with some inaccuracies.	A first grade student at this level can: • Order three objects by length; • Compare the lengths of objects indirectly; • accurately measure objects in whole units.

Grade: First

Subject: Math

Tell and write time.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level demonstrates limited understanding of telling time and requires extensive support.	With support, a first grade student at this level can: • Tell time to the nearest hour.	A first grade student at this level can use both analog and digital clocks to: • Tell and write time to the nearest hour; • Tell time to the nearest half hour with support.	A first grade student at this level can use both analog and digital clocks to: • Tell and write time to the nearest hour; • Tell and write time to the nearest half-hour.

Grade: First

Subject: Math

Represent and interpret data.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to represent and interpret data.	A first grade student at this level can collect data but needs support to organize and interpret data.	A first grade student at this level can: • Organize and interpret data; • Answer “how many” questions about data.	A first grade student at this level can: • Organize and interpret data; • Ask and answer “how many” and “how many more/less” questions about data.

Grade: First

Subject: Math

Reason with shapes and their attributes.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A first grade student at this level requires extensive support to identify and draw shapes based on their attributes (sides, shape, orientation) and/or divide circles and rectangles into halves and fourths.	A first grade student at this level can: • identify and draw shapes based on their attributes (sides, shape, orientation); • divide circles and rectangles into halves and fourths.	A first grade student at this level can: • identify and draw shapes based on their attributes (sides, shape, orientation); • use shapes to compose other 2-D and 3-D shapes; • divide circles and rectangles into halves and fourths.	A first grade student at this level can: • identify and draw shapes based on their attributes (sides, shape, orientation); • use shapes to compose other 2-D and 3-D shapes; • divide circles and rectangles into halves and fourths; • If taken from the same whole, identify that a fourth is smaller than a half.