

Encinitas Union School District



Report Card Resource

Grade 1

Encinitas Union School District – Grade 1 Report Card

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Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Reading			
Foundational Skills	1.RF.1 demonstrate understanding of the organization and basic features of print.		
	1.RF.1 demonstrate understanding of the organization and basic features of print.	Identify features of a sentence.	Use the distinguishing features of a sentence.
	1.RF.2 demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	1.RF.2a distinguish long from short vowel sounds in spoken single-syllable words.	Recognize long vowel sounds. Recognize short vowel sounds.	Distinguish between long and short vowels in single-syllable words.
	1.RF.2b orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Recognize single-syllable words phonemes. Recognize consonant blends.	Produce single-syllable words by blending sounds (phonemes). Produce single-syllable words by consonant blends.
	1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		Isolate initial, medial, and final sounds in single-syllable words. Pronounce initial sounds in single-syllable words. Pronounce medial sounds in single-syllable words. Pronounce final sounds in single-syllable words.
	1.RF.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		Segment, spoken single-syllable words into their complete sequence of individual sounds.
	1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Recognize when the narrator is telling the story. Identify the characters in a story. Identify who is telling the story at various points.	Identify points of view of narrator and different characters in a story.
1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.	Recognize common consonant digraphs. Know the sound produced by that consonant digraph.		
1.RF.3b decode regularly spelled one-syllable words.	Decode regularly spelled one-syllable words.		

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Common Core Standards	Skills and Content Acquisition	Analysis and Application
1.RF.3c Know final -e and common vowel team conventions for representing long vowel sounds.	Know the rules for final -e and vowel teams that form long vowel sounds.	
1.RF.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Know that words have syllables. Identify that each syllable contains a vowel. Identify the number of syllables in printed words.	
1.RF.3e Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Determine the syllable parts of a two-syllable word. Know basic patterns to break words into syllables. Read two-syllable words by using decoding and/or syllabication skills.	
1.RF.3f read words with inflectional endings.	Recognize words with inflectional endings.	Distinguish between inflectional endings and words that may contain those same letters as common inflectional endings. Read words with inflectional endings.
1.RF.3g recognize and read grade-appropriate irregularly spelled words.	Recognize grade-appropriate irregularly spelled words.	Distinguish between words with spelling patterns and irregularly spelled words. Read irregularly spelled sight words appropriate to grade level.
1.RF.4 read with sufficient accuracy and fluency to support comprehension.	Identify key details in an informational text. Associate details with an individual, event or idea.	Describe the connection / relationship between the details within an informational text. Describe the connection between 2 pieces of information.
1.RF.4a read on-level text with purpose and understanding.	Identify and understand foundational reading skills. Identify textual purpose with understanding.	Apply foundational reading skills. Determine the purpose for reading on-level text.
1.RF.4b read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Identify oral reading with accuracy, appropriate rate, and expression on successive readings.	Apply reading strategies for accuracy, rate, and expression. Read on-level text fluently and accurately. Read at the appropriate rate. Read with expression.

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	<p>1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Identify rereading as a strategy when confirming or self-correcting words. Understand how context can help to confirm or self-correct word recognition.</p>	<p>Confirm or self-correct word recognition. Confirm or self-correct word understanding.</p>

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Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Reading			
Literature	1.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Identify meanings and details within a text. Ask questions about meanings and details within a text. Answer questions about meanings and details in a text.	
	1.RL.2 retell stories, including key details, and demonstrate understanding of their central message or lesson.	Identify meanings and details within a story. Identify central message/lesson of the story. Retell story, including key plot points, details, and ideas.	Apply understanding of a central message, meaning, or lesson. Orally demonstrate understanding of a central message, meaning or lesson.
	1.RL.3 describe characters, settings, and major events in a story, using key details.	Define character. Define setting. Define major events. Define key details. Identify characters using key details. Identify setting using key details. Identify major events using key details.	Describe characters using key details, discern which details are important. Describe setting using key details, discern which details are important. Describe major events using key details, discern which details are important. Orally demonstrate understanding of a central message, meaning or lesson.
	1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify words in stories or poems. Identify phrases in stories or poems. Identify the various senses. Identify feelings. Recognize words and phrases that suggest feelings. Recognize words and phrases that appeal to the senses.	Identify words and phrases in stories that suggest feelings. Identify words and phrases in poems that suggest feelings. Identify words and phrases in stories that appeal to the senses. Identify words and phrases in poems that appeal to the senses.
	1.RL.5 explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Define fiction. Define non-fiction. Recognize characteristics of fiction. Recognize characteristics of nonfiction. Recognize fiction in different forms and presentations. Recognize nonfiction in different forms and presentations. Explain how a text for a story is different from a text written for information.	

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Common Core Standards	Skills and Content Acquisition	Analysis and Application
1.RL.6 Identify who is telling the story at various points in a text.	Recognize when the narrator is telling the story. Identify the characters in a story. Identify who is telling the story at various points.	Identify points of view of narrator and different characters in a story.
1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	Recognize story characters. Recognize story setting. Recognize story events. Use story illustrations and details to identify characters. Use story illustrations and details to identify setting. Use story illustrations and details to identify events.	Use story illustrations and details to describe characters. Use story illustrations and details to describe setting. Use story illustrations and details to describe events.
(Note no 5.RL.8)		
1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	Identify characters in a story. Identify similarities and differences of adventures and experiences of characters.	Compare/contrast details from stories about the experiences of characters.
1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Identify/understand key ideas and details with prompting and support. Identify/understand craft and structure with prompting and support.	Comprehend key ideas and details with prompting and support. Comprehend craft and structure with prompting and support.
1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		
1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.	Understand that some words and phrases have multiple meanings. Identify an array of strategies for determining meanings of unknown words and phrases.	Apply sentence-level context clues to determine or clarify meaning of an unknown word or phrase. Choose and apply an array of strategies to determine the meaning or clarify unknown words.
1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.	Identify meaning of common grade appropriate affixes.	Apply frequently occurring affixes as a clue to determine or clarify meaning of an unknown word or phrase
1.L.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Identify common root words.	Apply frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) to determine or clarify meaning of an unknown word or phrase

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Common Core Standards	Skills and Content Acquisition	Analysis and Application
1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
1.L.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Categorize pictures/words by multiple attributes.	
1.L.5b define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	Define pictures/words by multiple attributes.	
1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Identify real-life connections between words and their uses.	
1.L.5d distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		Distinguish shades of meaning among similar verbs. Distinguish adjectives differing in intensity by defining or choosing them. Act out the meanings of similar verbs.
1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Acquire words and phrases through conversations, reading, being read to, and responding to texts. Identify and use frequently occurring conjunctions to signal simple relationships.	Distinguish between words and phrases acquired through conversations, reading, being read to, and responding to texts. Demonstrate the ability to frequently use words and phrases, including conjunctions, acquired through conversations, reading, being read to, and responding to texts.

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Language Arts			
Reading			
Informational	1.RI.1 ask and answer questions about key details in a text.	Identify key details in an informational text. Ask questions about the key details in an information text. Answer questions about the key details in an informational text.	Comprehend key ideas and details with prompting and support. Comprehend craft and structure with prompting and support.
	1.RI.2 Identify the main topic and retell key details of a text.	Identify the main topic of a text. Retell key details of a text. Identify the key details of a text.	
	1.RI.3 describe the connection between two individuals, events, ideas, or pieces of information in a text.	Identify key details in an informational text. Associate details with an individual, event or idea.	Describe the connection / relationship between the details within an informational text. Describe the connection between 2 pieces of information.
	1.RI.4 ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Identify unknown words or words needing clarification.	Ask questions to determine. Meaning of words and phrases. Describe the meaning of words and phrases.
	1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Determine how to use different text features. Identify key facts or information in a text. Use various text features to locate key facts or information in a text.	
	1.RI.6 distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify pictures, illustrations, and words. Identify information from pictures, illustrations, and words. Identify whether information is provided in pictures/illustrations and by the words.	Identify similarities and differences between information provided by pictures, illustrations, or words.
	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	Identify details and illustrations in a text. Identify key ideas in a text. Know how to describe ideas.	Discern key ideas in a text. Describe key ideas in a text, using reference to illustrations and details.

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	1.RI.8 Identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support arguments or facts.	Discern details which support (serve as evidence) as compared to details and which do not.
	1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify comparable points between two texts on the same topic. Identify basic similarities between two texts on the same topic. Identify differences between two texts on the same topic.	
	1.RI.10 With prompting and support read informational texts appropriately complex for grade 1.	Identify key ideas and details. Identify craft and structure.	Comprehend key ideas, themes, and details independently. Comprehend craft and structure independently. Demonstrate comprehension.
	1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		
	1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.	Understand that some words and phrases have multiple meanings. Identify an array of strategies for determining meanings of unknown words and phrases.	Apply sentence-level context clues to determine or clarify meaning of an unknown word or phrase. Choose and apply an array of strategies to determine the meaning or clarify unknown words.
	1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.	Identify meaning of common grade appropriate affixes.	Apply frequently occurring affixes as a clue to determine or clarify meaning of an unknown word or phrase
	1.L.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Identify common root words.	Apply frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) to determine or clarify meaning of an unknown word or phrase
	1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
	1.L.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Categorize pictures/words by multiple attributes.	

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	1.L.5b define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	Define pictures/words by multiple attributes.	
	1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Identify real-life connections between words and their uses.	
	1.L.5d distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		Distinguish shades of meaning among similar verbs. Distinguish adjectives differing in intensity by defining or choosing them. Act out the meanings of similar verbs.
	1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Acquire words and phrases through conversations, reading, being read to, and responding to texts. Identify and use frequently occurring conjunctions to signal simple relationships.	Distinguish between words and phrases acquired through conversations, reading, being read to, and responding to texts. Demonstrate the ability to frequently use words and phrases, including conjunctions, acquired through conversations, reading, being read to, and responding to texts.

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Language Arts			
Writing			
Opinion	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
	1.W.1 Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Identify a topic or the name of a book about which to write. Recognize and define opinion. Recognize and define closure.	Formulate an opinion of a book or topic and provide a reason for that opinion. Provide a sense of closure for an opinion piece. Write an opinion piece that introduces the topic or book. Write an opinion piece, stating an opinion. Write an opinion piece, supplying a reason for the opinion. Write an opinion piece, proving a sense of closure.
	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Recognize how to focus on a topic. Recognize how to respond to questions and suggestions from peers. Recognize how to add details to strengthen writing.	Develop writing by focusing on a topic. Develop writing by responding to questions and suggestions from peers. Develop writing by adding details to strengthen writing.
	1.W.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, in collaboration with peers.	Use basic digital tool skills.	Select the appropriate digital tools for producing and publishing writing. Use technology to produce and publish writing individually and with peers.
	1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Conduct shared research using various sources and tools. Explore the format of a variety of texts.	Determine appropriate sources and tools to conduct shared research. Distinguish the format of a variety of texts. Participate in shared research and writing projects. Write a research or investigative piece.
	1.W.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Identify a personal experience. Identify a source of information.	Gather information from more than one source to answer a question. Answer a question using information from experience. Answer a question using information from provided multiple sources.

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Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Writing			
Informative/Explanatory	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Identify an informative/explanatory text. Select a topic for an informative/explanatory writing.	Determine supporting facts about a topic. Determine an appropriate closure. Write an informative/explanatory text, naming a topic. Write an informative/explanatory text, supplying facts. Write an informative/explanatory text, providing a sense of closure.
	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Recognize how to focus on a topic. Recognize how to respond to questions and suggestions from peers. Recognize how to add details to strengthen writing.	Develop writing by focusing on a topic. Develop writing by responding to questions and suggestions from peers. Develop writing by adding details to strengthen writing.
	1.W.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, in collaboration with peers.	Use basic digital tool skills.	Select the appropriate digital tools for producing and publishing writing. Use technology to produce and publish writing individually and with peers.
	1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Conduct shared research using various sources and tools. Explore the format of a variety of texts.	Determine appropriate sources and tools to conduct shared research. Distinguish the format of a variety of texts. Participate in shared research and writing projects. Write a research or investigative piece.
	1.W.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Identify a personal experience. Identify a source of information.	Gather information from more than one source to answer a question. Answer a question using information from experience. Answer a question using information from provided multiple sources.

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Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Writing			
Narrative	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Choose relevant details that correspond to a chosen event. Reflect on identified event. Apply appropriate transitional words in order to signal change of events in narrative. Create relevant and elaborate details to support events of narrative writing.	Write a narrative, recounting two or more events and including supporting details. Write a narrative, recounting two or more events and including transitional words. Write a narrative, recounting two or more events and including a sense of closure.
	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Recognize how to focus on a topic. Recognize how to respond to questions and suggestions from peers. Recognize how to add details to strengthen writing.	Develop writing by focusing on a topic. Develop writing by responding to questions and suggestions from peers. Develop writing by adding details to strengthen writing.
	1.W.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, in collaboration with peers.	Use basic digital tool skills.	Select the appropriate digital tools for producing and publishing writing. Use technology to produce and publish writing individually and with peers.
	1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Conduct shared research using various sources and tools. Explore the format of a variety of texts.	Determine appropriate sources and tools to conduct shared research. Distinguish the format of a variety of texts. Participate in shared research and writing projects. Write a research or investigative piece.
	1.W.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Identify a personal experience. Identify a source of information.	Gather information from more than one source to answer a question. Answer a question using information from experience. Answer a question using information from provided multiple sources.

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Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Writing			
Language Conventions	1.L.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	1.L.1a Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Recognize all upper- and lowercase letters.	Print all upper- and lowercase letters.
	1.L.1b Use common, proper, and possessive nouns.	Recognize common, proper and possessive nouns in speaking.	Use common, proper, and possessive nouns.
	1.L.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Recognize that nouns and verbs match in sentences.	Use singular and plural nouns with matching verbs in basic sentences.
	1.L.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Recognize personal, possessive, and indefinite pronouns.	Use personal, possessive, and indefinite pronouns.
	1.L.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; today I walk home; tomorrow I will walk home).	Recognize personal, possessive, and indefinite pronouns.	Use personal, possessive, and indefinite pronouns.
	1.L.1f Use frequently occurring adjectives.	Recognize frequently occurring adjectives.	Use frequently occurring adjectives.
	1.L.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).	Recognize conjunction.	Use frequently occurring conjunctions.
	1.L.1h Use determiners (e.g., articles, demonstratives).	Recognize determiners.	Use frequently occurring determiners.
	1.L.1i Use frequently occurring prepositions (e.g., during, beyond, toward).	Know common prepositions.	Use frequently occurring adjectives, conjunctions, determiners, and prepositions.

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Common Core Standards	Skills and Content Acquisition	Analysis and Application
<p>1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Recognize sentence types: complete simple, compound, declarative, interrogative, imperative, and exclamatory.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing to expand complete, simple compound, declarative, interrogative, imperative, and exclamatory sentences. Produce and expand complete, simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>1.L.2a Capitalize dates and names of people.</p>	<p>Distinguish between dates and other word/number combinations. Distinguish between names of people and other words. Capitalize dates and names of people.</p>	
<p>1.L.2b Use end punctuation for sentences.</p>	<p>Differentiate between the use of periods, exclamation marks, and question marks.</p> <p>Use end punctuation for sentences.</p>	
<p>1.L.2c Use commas in dates and to separate single words in a series.</p>	<p>Use commas in dates and to separate single words in a series.</p>	
<p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>Know conventional spelling of common spelling patterns.</p> <p>Use conventional spelling when writing words with common spelling patterns and frequently occurring irregularly spelled words.</p>	
<p>1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Use phonemic awareness and spelling conventions, to spell untaught words phonetically.</p>	

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	<p>1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>Acquire words and phrases through conversations, reading, being read to, and responding to texts. Identify and use frequently occurring conjunctions to signal simple relationships.</p>	<p>Distinguish between words and phrases acquired through conversations, reading, being read to, and responding to texts. Demonstrate the ability to frequently use words and phrases, including conjunctions, acquired through conversations, reading, being read to, and responding to texts.</p>

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Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Speaking and Listening			
	<p>1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>		
	<p>1.SL.1a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Identify agreed-upon rules for discussion. Recognize how others listen.</p>	<p>Determine if agreed-upon discussion rules are being followed. Follow agreed-upon rules for discussion.</p>
	<p>1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Recognize how others ask questions on topic. Recognize how others move conversations along.</p>	<p>Determine comments and questions appropriate to the topic of discussion. Listen while others are speaking. Respond to comments to continue conversations with peers and adults.</p>
	<p>1.SL.1c ask questions to clear up any confusion about the topics and texts under discussion.</p>		<p>Ask questions to better understand topic and texts.</p>
	<p>1.SL.2 ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Ask questions about key details from a text read aloud. Ask questions about key details from information presented orally. Ask questions about key details through other media.</p>	<p>Formulate a question based on key details. Answer questions about key details from a text read aloud. Answer questions about key details from information presented orally. Answer questions about key details through other media.</p>
	<p>1.SL.3 ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Identify questions and answers. Recognize that asking and answering questions is a strategy for getting more information from a speaker. Recognize that asking and answering questions is a strategy for clarifying something that is not understood.</p>	<p>Determine when additional information/clarification is needed. Formulate questions and answers to gather additional information. Formulate questions and answers to clarify what is not understood about what a speaker says. Ask and answer questions about what a speaker says in order to gather additional information. Ask and answer questions about what a speaker says in order to clarify something that is not understood.</p>
	<p>1.SL.4 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Identify people, places, things, and events. Identify ideas, details, and feelings.</p>	<p>Determine relevant, details describing people, places, things and events. Orally perform a clear presentation that describes people, places, things and events with relevant details.</p>

First Grade: Report Card Resource Document for Language Arts

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	1.SL.5add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Know ideas, thoughts, and feelings. Understand how to clarify.	Determine which ideas, thoughts, and feelings need clarification. Determine when to add drawings or displays to descriptions to clarify. Add drawings/visual displays to clarify ideas, thoughts, and feelings.
	1.SL.6Produce complete sentences when appropriate to task and situation.	Identify complete sentences in writing and when spoken. Identify task and situation.	Differentiate when a situation calls for speaking in complete sentences. Speak in complete sentences when appropriate to task and situation.

First Grade: Report Card Resource Document for Math

Report card Strand	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Mathematics and Mathematical Practices			
Operations and Algebraic Thinking	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Use a symbol for an unknown number in an addition or subtraction problem within 20.	Interpret situations to solve word problems with unknowns in all positions within 20 using addition and subtraction. Determine appropriate representations for solving word problems involving different situations using addition and subtraction within 20. Solve word problems within 20 using addition and subtraction.
	1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Know how to add three whole numbers whose sum is less than or equal to 20.	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
	1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) (Students need not use formal terms for these properties.)	Define properties of operation strategies.	Apply properties of operation as strategies to solve addition and subtraction problems.
	1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that make 10 when added to 8.	Identify the unknown in a subtraction problem.	Solve subtraction problems to find the missing addend. Explain the relationship of addition and subtraction.
	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Know how to count on and count back.	Explain how counting on and counting back relate to addition and subtraction.

First Grade: Report Card Resource Document for Math

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	<p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>	<p>Add fluently within 20. Subtract fluently within 20.</p>	<p>Apply strategies to add and subtract within 20.</p>
	<p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p>	<p>Explain the meaning of an equal sign (the quantity on each side of the equality symbol is the same).</p>	<p>Compare the values on each side of an equal sign. Determine if an equation is true or false.</p>
	<p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.</p>	<p>Recognize part-part-whole relationships of addition and subtraction equations</p>	<p>Determine the unknown whole number in an addition or subtraction equation with three whole numbers</p>
<p>Number and Operations in Base Ten</p>	<p>1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>Recall numbers and numerals up to 120.</p>	<p>Represent a number of objects up to 120 with a written numeral. Count to 120, starting at any number less than 120.read and write numerals up to 120.</p>
	<p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.”</p>		

First Grade: Report Card Resource Document for Math

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	1.NBT.2a 10 can be thought of as a bundle of ten ones — called a “ten.”	Explain what each digit of a two- digit number represents. Define a bundle of 10 ones as a “ten”.	
	1.NBT.2b The numbers from 11 to 19 are composed of ten and one, two, three, four, five, six, seven, eight, or nine ones.		Represent numbers 11 to 19 as composed of a ten and correct number of ones.
	1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		Represent the numbers 20, 30, 40, 50, 60, 70, 80, and 90 as composed of the correct number of tens.
	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Identify the value of each digit represented in a two-digit number. Know what each symbol represents $>$, $<$, and $=$.	Compare two two-digit numbers based on meanings of the tens and ones digits. Use $>$, $=$, and $<$ symbols to record the results of comparisons.
	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Identify the value of each digit of a number within 100. Decompose any number within one hundred into tens and ones.	Choose an appropriate strategy for solving an addition problem within 100. Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used. Use composition and decomposition of tens when necessary to add within 100.
	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Identify the value of each digit in a number within 100.	Explain how to mentally find 10 more or 10 less than a given two- digit number. Apply knowledge of place value to mentally add or subtract 10 to/from a given two-digit number.
	1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Identify the value of each digit of a number within 100.	Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences). Choose appropriate strategy (concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) for solving subtraction problems with multiples of 10. Relate the chosen strategy to a written method (equation) and explain the reasoning used.

First Grade: Report Card Resource Document for Math

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Measurement and Data	1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Identify the measurement known as the length of an object. Directly compare the length of three objects.	Order three objects by length. Compare the lengths of two objects indirectly by using a third object.
	1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Know to use the same size non-standard objects as repeating units. Know that length can be measured with various units.	Compare a smaller unit of measurement to a larger object. Determine the length of a measured object to be the number of smaller iterated or repeated objects that equal its length. Demonstrate the measurement of an object using non-standard units by laying the units of measurement end to end with no gaps or overlaps.
	1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	Recognize that analog and digital clocks are objects that measure time. Know hour hand and minute hand and distinguish between the two.	Determine where the minute hand must be when the time is to the hour (o'clock). Determine where the minute hand must be when the time is to the half-hour (thirty). Tell and write the time to the hour and half-hour correctly using analog and digital clocks.
	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Recognize different methods to organize data. Recognize different methods to represent data.	Organize data with up to three categories. Represent data with up to three categories. Interpret data representation by asking and answering questions about the data.
Geometry	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Identify defining and non-defining attributes of shapes.	Compare and contrast defining and non-defining attributes of shapes. Draw shapes to show defining attributes. Build shapes to show defining attributes.

First Grade: Report Card Resource Document for Math

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	<p>1.G.2 Compose two dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.1 1 Students do not need to learn formal names such as “right rectangular prism.”</p>	<p>Know that shapes can be decomposed to create composite shapes.</p> <p>Describe properties of original, decomposed and composite shapes.</p>	<p>Determine how the original and created composite shapes are alike and different. Create two- and three-dimensional composite shapes. Compose new shapes from a composite shape.</p>
	<p>1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>Partition circles and squares into two and four equal shares. Identify when shares are equal. Describe equal shares using vocabulary: halves, fourths, and quarters, half of, fourth of, and quarter of. Describe the whole as two of two or four of four equal shares.</p>	<p>Analyze that dividing a circle or rectangle into more equal pieces creates smaller shares.</p>

Reading Foundation Skills- K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates a strong understanding of grade-level appropriate reading foundational skills 	<ul style="list-style-type: none"> • Applies foundational skills to above grade-level texts
3- Meets Expectations	<ul style="list-style-type: none"> • Demonstrates understanding of the organization and basic features of print • Demonstrates understanding of spoken words, syllables, and sounds (phonemes) • Know grade-level phonics and word analysis skills in decoding words both in isolation and in text • Read emergent reader text with purpose and understanding (K) • Read with sufficient accuracy and fluency to support comprehension 	<ul style="list-style-type: none"> • Use and identify the distinguishing features of a sentence (K/1) Produce rhyming words, segment single syllable words, initial/medial/final sounds and consonant blends (K/1) • Apply grade-level phonics and word analysis skills in decoding words both in isolation and in text • Read on-level text fluently, accurately, and at an appropriate rate with expression
2- Below Expectations	<ul style="list-style-type: none"> • Demonstrates little understanding of grade-level expectations 	<ul style="list-style-type: none"> • At times needs support in order to meet grade-level expectations
1- Far Below Expectations	<ul style="list-style-type: none"> • Demonstrates no understanding of grade-level expectations 	<ul style="list-style-type: none"> • Support and intervention is necessary in order to meet grade-level expectations

Reading Literature Rubric K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<p>At an advanced Lexile® band, students can independently identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	<p>At an advanced Lexile® band, students can independently comprehend and explain:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
3-Meets Expectations	<p>Within grade level Lexile® band, students can independently identify and understand with minimal support:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	<p>Within grade level Lexile® band, students can independently comprehend and explain with minimal support:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
2-Below Expectations	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
1-Far Below Expectations	<p>At a Lexile® level band below grade level, students require significant support and intervention and struggles to identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	<p>At a Lexile® band below grade level, students require significant support and intervention and struggles to comprehend and explain:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge

Reading Informational Rubric K-3

	Skill Acquisition	Analysis and Application
4-Exceeds Expectations	<p>At an advanced Lexile® band, students can independently identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	<p>At an advanced Lexile® band, students can independently comprehend and explain:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
3-Meets Expectations	<p>Within grade level Lexile® band, students can independently identify and understand with minimal support:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	<p>Within grade level Lexile® band, students can independently comprehend and explain with minimal support:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
2-Below Expectations	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to comprehend and explain:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
1-Far Below Expectations	<p>At a Lexile® level band significantly below grade level, students require significant support and intervention and struggles to identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	<p>At a Lexile® band significantly below grade level, students require significant support and intervention and struggles to comprehend and explain:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text

Writing Opinion/Argument Text Type Rubric K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> • Defines point of view and independently identifies and selects an insightful personal opinion or argument to address 	<ul style="list-style-type: none"> • The opinion or point of view is skillfully stated using advanced writing skills and vocabulary • Ideas and information are skillfully and creatively organized sequentially with an engaging topic sentence, strong supporting details, and an interesting conclusion • Linking words and phrases are used creatively to connect multiple opinions and reasons
3- Meets Expectations	<ul style="list-style-type: none"> • Defines point of view and selects a personal opinion or argument to address from provided prompts 	<ul style="list-style-type: none"> • The opinion or point of view is clearly stated using grade-level writing skills and vocabulary • Ideas and information are organized with a clear topic sentence, sequence, supporting details, and conclusion • Linking words and phrases are used effectively to connect opinions and reasons
2- Below Expectations	<ul style="list-style-type: none"> • Requires guidance and support to define point of view and select a personal opinion or argument 	<ul style="list-style-type: none"> • The opinion or argument is not clearly stated • Ideas and information are not clearly and sequentially organized, do not fully support the argument, and may be off-topic • Few, if any linking words and phrases are used to connect opinions and details
1- Far Below Expectations	<ul style="list-style-type: none"> • Is unable to define point of view and select a personal opinion 	<ul style="list-style-type: none"> • An opinion or argument is not stated • Organization shows no evidence of grade-level writing skills • Little or no details and reasons are provided to support opinion

Writing Informative/Explanatory Text Type Rubric K-3

	Skill Acquisition	Analysis and Application
4-Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates a strong understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is skillfully developed to convey ideas with at advanced grade-level vocabulary, facts, definitions, and details • Related information is extensive and skillfully grouped • Illustrations, charts, or tables are included to aid comprehension • The topic is creatively organized with an engaging topic sentence, multiple details, and an interesting conclusion • Linking words and phrases demonstrate advanced vocabulary to connect ideas
3-Meets Expectations	<ul style="list-style-type: none"> • Demonstrates an understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is developed to convey ideas clearly with grade-level appropriate facts, definitions, and details • Related information is grouped • Illustrations are included to aid comprehension • The topic is organized with a clear topic sentence, supporting details, and conclusion • Grade-level appropriate linking words and phrases are used to connect ideas
2-Below Expectations	<ul style="list-style-type: none"> • Demonstrates little understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is not clearly developed and supported with appropriate facts, definitions, and details • Grouping of related information is unclear and lacks organization • Illustrations may not be included and do not clearly support the topic • The topic is not clearly and sequentially organized, and some details may be off-topic • Few, if any appropriate linking words and phrases are used to connect ideas
1-Far Below Expectations	<ul style="list-style-type: none"> • Demonstrates no understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is undeveloped and difficult to identify • Related information is not grouped together • Illustrations are absent or unclearly related to the topic • There is little evidence of sequential organization and structure or use of grade-level vocabulary

Writing Narrative Text Type Rubric K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> • Independently identifies an experience or situation, real or imagined, to write about • Chooses relevant details that correspond to the chosen event • If grade-level appropriate, defines narrator and character, and identifies story elements and structure 	<ul style="list-style-type: none"> • The narrative clearly and creatively establishes a situation or experience (real or imagined) using advanced vocabulary and written expression • The narrative engagingly recounts several events with supporting details • Events are clearly related and sequentially organized with creative and unusual transitional words and an interesting sense of closure • Expressive language shows emotion, enthusiasm, or individuality • If grade-level appropriate, characters are introduced and dialogue is used creatively to describe actions, thoughts, and feelings
3- Meets Expectations	<ul style="list-style-type: none"> • Identifies an experience or situation, real or imagined, to write about • Chooses relevant details that correspond to the chosen event • If grade-appropriate, defines narrator and character, and identify story elements and structure 	<ul style="list-style-type: none"> • The narrative establishes a clearly defined situation or experience (real or imagined) • The narrative recounts several events with supporting details • Events are clearly related and sequentially organized with grade-level appropriate transitional words and a sense of closure • Grade-level descriptive language is used to describe objects, thoughts, actions, and feelings • If grade-level appropriate, characters are introduced and dialogue is used to reveal actions, thoughts, and feelings
2- Below Expectations	<ul style="list-style-type: none"> • Needs guidance to identify an experience or situation, real or imagined, to write about • Needs guidance to choose relevant details that correspond to the event • If grade-level appropriate, needs guidance to define narrator and character, and identify story elements and structure 	<ul style="list-style-type: none"> • The situation or event is established but not clearly defined. • Some events are recounted but not clearly sequenced or supported with details • The organization, sequences, and closure may be confusing • There is minimal use of descriptive language • If grade-level appropriate, the narrative attempts to introduce characters and use dialogue to support the plot
1- Far Below Expectations	<ul style="list-style-type: none"> • Is unable to identify and experience or situation, real or imagined, to write about • Is unable to choose relevant details that correspond to an event • If grade-level appropriate, is unable to define narrator or character and to identify story elements and structure 	<ul style="list-style-type: none"> • A situation or event is not introduced • The narrative lacks related events and is not sequenced in a logical order • Closure is not attempted or identifiable • There is no use of descriptive language • If grade-level appropriate, there is no attempt to introduce characters or use dialogue

Written Conventions K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> • Consistently uses advanced punctuation and grammar • Spells correctly using advanced vocabulary. • Writing/final product is always neat and legible. 	Student is able to independently, consistently, and accurately edit and revise written work to improve writing
3- Meets Expectations	<ul style="list-style-type: none"> • Minimal errors in grade-level punctuation, grammar, and spelling. • Effective choice of vocabulary • Writing is legible 	Edits and revises written work to meet grade-level expectations
2- Approaches Expectations	<ul style="list-style-type: none"> • Inconsistent use of correct punctuation and grammar • Spelling errors sometimes interfere with understanding • Writing is often illegible 	Edits and revises written work inconsistently and needs support
1- Below Expectations	<ul style="list-style-type: none"> • Consistent use of incorrect punctuation and grammar • Spelling errors interfere with understanding. • Written work is illegible and interferes with understanding 	Final product has frequent unedited errors

Oral Language Speaking/Listening- K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates strong command of grade level appropriate oral language skills. 	<ul style="list-style-type: none"> • Uses advanced grade level speech and vocabulary in formal and informal conversation/presentations.
3- Meets Expectations	<ul style="list-style-type: none"> • Acquire grade appropriate conversational, general academic, and domain specific words and phrases, including words that signal spatial and temporal relationships. • Identify grade level appropriate information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Recognize that the use of digital media and visual displays of data are used to express information and enhance understanding of presentations. 	<ul style="list-style-type: none"> • Use grade appropriate conversational words, general academic words, domain specific words, and words that signal spatial and temporal relationships. • Read, record and/or create at the grade appropriate level, recordings (NA for K-1) that demonstrate fluent reading. Recognize “engaging” audio recordings. • Create visual displays • Orally perform a clear presentation based on grade level specific criteria. • Use and recognize formal and informal speech appropriately with corresponding volume. • Listen actively to discussions and presentations.
2- Below Expectations	<ul style="list-style-type: none"> • Acquisition of oral language is below the grade level standards. 	<ul style="list-style-type: none"> • At times, needs support in order to present and communicate effectively.
1- Far Below Expectations	<ul style="list-style-type: none"> • Acquisition of oral language is far below the grade level standards. 	<ul style="list-style-type: none"> • Support and intervention is necessary in order to present and communicate effectively.

Math Operations and Algebraic Thinking- K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	Students demonstrate advanced understanding in math fluency	Students can compute/solve problems at advanced grade-level expectations
3- Meets Expectations	Students demonstrate an understanding of their grade level math fluency standards: <ul style="list-style-type: none"> • Represent/solve problems • Understand operational properties 	Students can: <ul style="list-style-type: none"> • Successfully compute/explain grade level operations. • Solve grade level word problems using pictures, objects and/or numbers with known/unknown numbers
2- Below Expectations	Demonstrates some understanding of grade-level expectations	Students are approaching grade-level expectations in math fluency with support
1- Far Below Expectations	Demonstrates little or no understanding of grade level expectations	Students demonstrate limited skills in grade-level expectations for math fluency, requiring significant support and intervention

Math Fluency Standards

- K-Add/subtract within 5
- 1-Add/subtract within 10
- 2-Add/subtract within 20
- 3-Multiply/divide within 100
- 4-Add/subtract within 1,000,000
- 5-Multi-digit multiplication

Math Number and Operations in Base Ten - K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	Students demonstrate strong understanding of place value at advanced grade-level expectations	Students can perform operations using place value at advanced grade-level expectations
3- Meets Expectations	Students demonstrate an understanding of their grade level standards in place value & operations in base ten	Students can perform operations of whole numbers using strategies based on place value and properties of operations. Students can use grade level specific math tools (ie: number lines, hundred charts, multiplication charts) to support their grade-level specific work.
2- Below Expectations	Demonstrates some understanding of grade-level expectations	Students are approaching grade-level expectations with support
1- Far Below Expectations	Demonstrates little or no understanding of grade-level expectations	Students demonstrate limited skills in grade-level expectations requiring significant support and intervention

Measurement and Data K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	Students demonstrate strong understanding of measurement and data grade level expectations.	Students can perform at advanced grade level expectations.
3- Meets Expectations	Students demonstrate an understanding of their grade level standards in: <ul style="list-style-type: none"> • measurement (K – 5th) • geometric measurement: area, perimeter(4th – 5th), volume (5th) • time (1st – 3rd) • represent data/numbers on a number line (2nd – 5th) • geometric angles (4th) • money (2nd) • graphing (2nd – 3rd) 	Students can: <ul style="list-style-type: none"> • measure and estimate intervals of time (1st – 3rd) • measure, compare, and estimate lengths • use addition/subtraction and solve word problems involving measurement • make measurement conversions (4th & 5th) • calculate area and perimeter using multiplication and addition (3rd – 5th) • create and interpret data or numbers on a number line • define, recognize, identify and measure angles (4th) • solve word problems involving money (2nd) • draw picture graphs and bar graphs to represent data sets
2- Below Expectations	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
1- Far Below Expectations	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.

Geometry K-3

	Skill Acquisition	Analysis and Application
4-Exceeds Expectations	Students demonstrate strong understanding of geometry grade level expectations.	Students can perform beyond grade level expectations.
3-Meets Expectations	Students demonstrate an understanding of their grade level standards in: <ul style="list-style-type: none"> *equi-partitioning of wholes (2nd & 3rd) *identifying shapes with specific attributes *angles & symmetrical figures (4th) *integers on number lines (5th) 	Students can: <ul style="list-style-type: none"> *partition shapes *name shapes with identifying attributes *analyze and draw two-dimensional figures to identify points, lines, line segments, rays, angles , perpendicular and parallel lines. (4th) *recognize lines of symmetry *use the coordinate system (graphing points) and interpret coordinate values of points in real world context and mathematical problems. (5th)
2-Below Expectations	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
1-Far Below Expectations	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.