



English Language Arts Report Card Companion Grade 1

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Foundational Skills: Reading

UNDERSTANDS THE ORGANIZATION AND BASIC FEATURES OF PRINT (*Print Concepts*)

Standard L.RF.1.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Recognize(s) and understand(s) the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation) <p><i>Proficiencies carried over from kindergarten standards (L.RF.K.1):</i></p> <ul style="list-style-type: none"> - Follow(s) words from left to right, top to bottom, and page by page - Recognize(s) that spoken words are represented by sequences of letters in written language - Understand(s) that printed words are separated by spaces - Recognize(s) and name(s) all upper- and lower-case letters 			

ORALLY MANIPULATES SOUNDS IN SPOKEN WORDS (*Phonological Awareness*)

Standard L.RF.1.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Determine(s) the number of syllables in a <u>printed</u> word <ul style="list-style-type: none"> - Knows that every syllable must have a vowel sound - Distinguish(es) long from short vowel sounds in <u>spoken</u> 1-syllable words - Orally produce(s) 1-syllable words by blending sounds (phonemes), including consonant blends - Isolate(s) and pronounce(s) initial, medial vowel, and final sounds (phonemes) in <u>spoken</u> 1-syllable words - Segment(s) spoken 1-syllable words into their complete sequence of individual sounds (phonemes) 			

USES GRADE-LEVEL PHONICS SKILLS TO DECODE UNKNOWN WORDS (*Phonics and Word Recognition*)

Standard L.RF.1.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Know(s) spelling-sound correspondences for common consonant digraphs - Decode(s) regularly spelled 1-syllable words - Know(s) final -e and common vowel team conventions for representing long vowel sounds - <u>When reading regularly spelled 1-syllable words</u>, distinguish(es) long and short vowels - Decode(s) 2-syllable words following basic patterns by breaking the words into syllables <ul style="list-style-type: none"> - Uses knowledge that every syllable must have a vowel sound - Read(s) high-frequency and grade-level irregular words with automaticity (e.g., fly, walk old) - Recognize(s) the regular and irregular parts of high-frequency words 			

READS WITH ACCURACY AND FLUENCY (*Fluency*)

Standard L.RF.1.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Read(s) grade-level texts with purpose and understanding - Read(s) grade-level texts orally with accuracy, appropriate rate, and expression - Use(s) context to confirm or self-correct word recognition and understanding, rereading as necessary 			

Reading Domain

ASKS AND ANSWERS QUESTIONS ABOUT KEY DETAILS IN TEXTS

Standards RL.CR.1.1, RI.CR.1.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
- Ask(s) and answer(s) who, what, where, when, why and how questions <u>about key details</u> in a literary text and in an informational text			

IDENTIFIES CENTRAL MESSAGE/MAIN TOPIC AND RETELLS SEQUENCE OF EVENTS/KEY DETAILS

Standard RL.CR.1.2, RI.CR.1.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Identify(ies) the central message in a literary text - Retell(s) a sequence of events in a literary texts <u>with key details</u> (e.g., who, what, where, when, why, how) - Identify(ies) the main topic in an informational text - Retell(s) a series of key details in an informational text (e.g., who, what, where, when, why, how) 			

IDENTIFIES STORY ELEMENTS AND DESCRIBES CONNECTIONS BETWEEN TWO IDEAS/PIECES OF INFORMATION IN A TEXT

Standards RL.IT.1.3, RI.IT.1.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Describe(s) characters, setting, and major event(s) in a literary text, <u>using key details</u> - Describe(s) the relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect, and compare-contrast relationships) within an informational text 			

WITH PROMPTS AND SUPPORT, EXPLAINS DIFFERENCES BETWEEN LITERARY AND INFORMATIONAL TEXTS

Standards RL.TS.1.4, RI.TS.1.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support,

- Explain(s) major differences between books that tell stories and books that give information by:
 - Recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, illustrations) while drawing on a wide range of text types
 - Identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide range of text types

WITH PROMPTS AND SUPPORT, USES ILLUSTRATIONS AND DETAILS/TEXT FEATURES TO DESCRIBE STORY ELEMENTS/KEY DETAILS

Standards RL.MF.1.6, RI.MF.1.6

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support,

- Use(s) illustrations and details to describe characters, setting, or events in a literary text
- Use(s) text features (e.g., diagrams, tables, animations) to describe key ideas in an informational text

WITH PROMPTS AND SUPPORT, IDENTIFIES/EXPLAINS HOW REASONS SUPPORT THE POINTS THE AUTHOR MAKES IN A TEXT

Standard RI.AA.1.7

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support,

- Identify(ies) the reasons an author gives to support their opinion(s) in an informational text
- Explain(s) how the reasons support with author's argument, **with prompts and support as needed**

IDENTIFIES SIMILARITIES AND DIFFERENCES BETWEEN TWO TEXTS ON THE SAME TOPIC

Standards RL.CT.1.8, RI.CT.1.8

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Identify(ies) similarities in and differences between 2 literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures) - Identify(ies) similarities in and differences between 2 informational texts on the same topic (e.g., characters experiences, illustrations, descriptions, or procedures) 			

Foundational Skills: Writing

DEMONSTRATES COMMAND OF GRADE-LEVEL WRITING CONVENTIONS			
Standard L.WF.1.1			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Write(s) upper and lowercase alphabet <u>from memory</u> - Write(s) a common grapheme (letter or letter group) for each phoneme - Orally segment(s) phonemes in a 1-syllable, <u>spoken</u> word <p><i>Proficiencies carried over from kindergarten standards (L.WF.K.1):</i></p> <ul style="list-style-type: none"> - Match(es) upper and lowercase letters - Write(s) upper and lowercase letters, <u>with reference to a model</u> - Write(s) left to right - Include(s) a space between words - Identify(ies) the letters used to represent vowel phonemes and consonants 			

- Know(s) every syllable has a vowel
- Write(s) a common grapheme (letter or letter group) for each phoneme
- Orally segment(s) phonemes in a 1-syllable, spoken word

USES GRADE-LEVEL PHONICS SKILLS TO SPELL WORDS (*Spelling*)

Standard L.WF.1.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

- Encode(s) and spell(s) common, regular, 1-syllable words with:
 - Short vowels and single consonants
 - Consonant graphemes including qu, x, and -ck
 - Digraphs (th-, sh-, wh-, -ch, -ng)
 - Doubled letters (e.g., -ff, -ll, -ss)
 - Initial and final consonant blends (-st, sl-, and pl, -mp)

Proficiencies carried over from kindergarten standards (L.WF.K.2):

- Represent(s) phonemes, first to last, in simple words, using letters with a clear relationship to sound (e.g. “o” in “rope” may be spelled with the letter o)
- Select(s) or write(s) a missing initial or final consonant when spelling a CVC word

- Spell(s) VC (at, in) and CVC (pet, mud) words with short vowel sounds
- Write(s) frequently used words accurately
- Attempt(s) phonetic spellings of unknown words
- Write(s) initial and final consonant blends (e.g. -st, sl-, pl-)

DEMONSTRATES COMMAND OF GRADE-LEVEL CONVENTIONS OF SENTENCE COMPOSITION
(Sentence Composition: Grammar, Syntax, and Punctuation)

Standard L.WF.1.3

1 Does not meet grade level expectations of learning standards	2 Partially meeting grade level expectations of learning standards	3 Meeting grade level expectations of learning standards	4 Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Write(s) sentences with increasing complexity - Supply(ies) the “who,” “is doing,” “what,” in a subject-verb-object sentence frame - Capitalize(s) the first word of a sentence, days of the week, months, names of people, and proper names - Match(es) periods, question marks, and exclamation points to statements, questions, commands, and exclamations - Use(s) commas in dates and to separate single words in a series - Distinguish(es) between a complete sentence and a sentence fragment and supply the missing phrase or clause - Write(s) statements in response to questions and questions from statements using conventional word order - Elaborate(s) a simple subject or a simple predicate, in response to who, what, where, when, how, or why questions - Use(s) conjunctions appropriately in sentences (e.g., and, but, so, and because) 			

Proficiencies carried over from kindergarten standards (L.WF.K.2):

- Repeat(s) a sentence and identifies how many words are in the sentence
- Write(s) simple sentences
- Include(s) spaces between words
- Use(s) end punctuation
- Use(s) manipulatives or digital tools to construct complete sentences

WITH PROMPTS AND SUPPORT, UNDERSTANDS AND USES LANGUAGE CONVENTIONS WHEN WRITING, SPEAKING, READING OR LISTENING (*Sentence Composition: Grammar, Syntax, and Punctuation*)

Standard L.KL.1.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support,

- Understand(s) and use(s) conventions when writing, speaking, reading, or listening

NOTE: The grade 1 standard does not include specific proficiencies. It might be helpful to look at the proficiencies outlined in L.KL.K.1 and L.KL.2.1.

WITH PROMPTS AND SUPPORT, ASKS AND ANSWERS QUESTIONS TO HELP IDENTIFY NEW MEANINGS FOR WORDS AND PHRASES (*Sentence Composition: Grammar, Syntax, and Punctuation*)

Standard L.VI.1.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support,

- Choose(s) flexibly from a variety of strategies to determine the meaning of unknown and multiple-meaning words and phrases
- Identify(ies) words and phrases in stories and poems that suggest feelings or appeal to the senses

WITH PROMPTS AND SUPPORT, UNDERSTANDS FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS *Sentence Composition: Grammar, Syntax, and Punctuation*)

Standard L.VI.1.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support,

- Identify(ies) words and phrases in stories or poems that suggest feelings or appeal to the senses
- Sort(s) words in categories (e.g. colors, clothing)
- Define(s) words by category and by 1 or more key attributes (e.g., a duck is a bird that swims a tiger is a large cat with stripes)
- Identify(ies) real-life connections between words and their use (e.g., note places at home that are cozy)
- Distinguish(es) shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) by defining them, choosing them, or acting out the meanings
- Distinguish(es) shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining them, choosing them, or acting out the meanings

Writing Domain

WITH PROMPTS AND SUPPORT, COMPOSES OPINION PIECES

Standard W.AW.1.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<p>With prompts and support,</p> <ul style="list-style-type: none"> - Write(s) opinion pieces on topics or texts <ul style="list-style-type: none"> - Introduce(s) an opinion - Support(s) the opinion with facts or other information and examples related to the topic - Provide(s) a conclusion 			

WITH PROMPTS AND SUPPORT, COMPOSES INFORMATIVE/EXPLANATORY TEXTS

Standard W.IW.1.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support,

- Write(s) informative/explanatory texts to examine a topic and convey ideas and information
 - Introduce(s) a topic
 - Develop(s) the topic with facts or other information and examples related to the topic
 - Provide(s) a conclusion

WITH PROMPTS AND SUPPORT, COMPOSES NARRATIVES

Standard W.NW.1.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support,

- Write(s) narratives of several complete sentences based on real or imagined experiences or events
 - Using words and pictures, establish(es) a situation and/or introduce(s) characters
 - Organize(s) an event sequence
 - Provide(s) dialogue and/or description and details of experiences, events, or characters
 - Use(s) transitional words to manage the sequence of events
 - Provide(s) a reaction to the experience or events

WITH PROMPTS AND SUPPORT, DEVELOPS WRITING BY PLANNING, REVISING, AND EDITING

Standard W.WP.1.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
With prompts and support, <ul style="list-style-type: none"> - Identify(ies) the audience and purpose before writing - Find(s) and correct(s) errors of spelling, capitalization, and punctuation <u>after</u> skills have been taught 			

WITH PROMPTS AND SUPPORT, GATHERS INFORMATION FROM MULTIPLE SOURCES TO ANSWER A QUESTION OR WRITE ABOUT A TOPIC

Standard W.SE.1.6

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support,

- Gather(s) and select(s) information from more than 1 source to answer a question or write about a topic

Speaking & Listening

PARTICIPATES IN COLLABORATIVE CONVERSATIONS

Standard SL.PE.1.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Discuss(es) grade 1 topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> - Follow(s) norms for discussion (e.g. listening to others, speaking one at a time, etc.) - Build(s) on others' talk by responding to others' comments through multiple exchanges - Ask(s) questions to clear up any confusion about topics and texts 			

ASKS AND ANSWERS QUESTIONS TO GAIN INFORMATION OR CLARIFY UNDERSTANDING

Standard SL.ES.1.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Ask(s) and answer(s) questions about what a speaker says to: <ul style="list-style-type: none"> - Gather information <u>or</u> - Clarify something that is not understood 			

DESCRIBES PEOPLE, PLACES, THINGS AND EVENTS WITH DETAILS

Standard SL.PI.1.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
- Describe(s) people, places, things, and events with relevant details			

EXPRESSES IDEAS, THOUGHTS, AND FEELINGS CLEARLY

Standard SL.PI.1.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
- Express(es) ideas and feelings clearly			

ADDS DRAWINGS TO DESCRIPTIONS TO CLARIFY IDEAS, THOUGHTS, OR FEELINGS

Standard SL.UM.1.5

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
- Clarify(ies) ideas, thoughts, and feelings by adding drawings or other visual displays to descriptions, when appropriate			

USES COMPLETE SENTENCES WHEN APPROPRIATE

Standard SL.AS.1.6

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
- Produce(s) complete sentences when appropriate to task and situation			