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| **Standard 2.4- Phonological/Phonemic Awareness – The student will develop and**  **demonstrate knowledge of phonological/phonemic awareness- Segment and blend the phonemes of one–syllable words.** | | |
| **Topic: Phonemic Awareness** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Segment and blend the phonemes of multi-syllabic words. | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * **Segment and blend the phonemes of one–syllable words.**   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  **The student:**   * Segment and blend the phonemes of some one-syllable words.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, student can segment and blend the phonemes of one-syllable words. |  |
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| **Standard 3.1 C The student will apply sound-symbol relationships to decode unknown words-Use blends, digraphs, and diphthongs** | | |
| **Topic: Phonics/Decoding** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**    Apply concepts from multiple sources | **Sample Activities** |
| * Students will read newspaper articles, Time for Kids articles, Treasures Leveled readers, chapter books, etc. |
| **Score 3.0**  **Capable** | **The student:**   * **Use blends, digraphs, and diphthongs**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  The student:   * decode some unknown words by using blends, digraphs, and diphthongs   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, student decodes unknown words by using blends, digraphs, and diphthongs |  |
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| **6.1b Comprehension/Critical Literacy-The student will interact with the words and concepts in a text to construct an appropriate meaning-Use pre-reading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading** | | |
| **Topic: Comprehension/Critical Literacy** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Student compares and contrasts multiple bodies of text by using pre-reading strategies. | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * **Use pre-reading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: * uses some pre-reading strategies   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, student can use pre-reading strategies |  |

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| **4.3 The student will develop and expand knowledge of words and word meanings to increase vocabulary-Use new vocabulary and language in own speech and writing** | | |
| **Topic: Vocabulary** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Student creates an artifact that appropriately uses the new vocabulary. | **Sample Activities** |
| Writes a story, vocabulary graphic organizer, flip chart, illustrates the word and writes an appropriate sentence (caption), etc. |
| **Score 3.0**  **Capable** | **The student:**   * **Use new vocabulary and language in own speech and writing**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: uses some new vocabulary in own speech and writing   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * Journal writing, daily writing prompt, DOL, write a caption for the picture, etc. |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, the student can repeat new vocabulary and copy new vocabulary. |  |

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| **Standard 2.4 Phonological/Phonemic Awareness- The student will develop and demonstrate knowledge of phonological/phonemic awareness - Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words** | | |
| **Topic: Phonological/Phonemic Awareness** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Student substitutes phonemes within one-syllable words to create a new word; Student segments the phonemes of two-syllable words. | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * **Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: identifies some beginning, middle, and ending sounds in one-syllable words.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, identifies beginning, middle, and ending sounds in one-syllable words. |  |

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| **Standard 3.1a Phonics/Decoding- The student will apply sound-symbol relationships top decode unknown words- Apply phonics knowledge to decode one-syllable words, Use long and short vowel patterns** | | |
| **Topic: Phonics/Decoding** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Creates an artifact that demonstrates knowledge of decoding one-syllable words by using short and long vowel patterns. | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * **Apply phonics knowledge to decode one-syllable words, use short and long vowel patterns**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: uses some knowledge of short and long vowel patterns to decode one-syllable words.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, student can use short and long vowel patterns to decode one-syllable words. |  |

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| **Standard 5.3 Fluency-The student will identify words rapidly so that attention is directed at the meaning of the text-Students will engage in repeated readings of the same text to increase fluency** | | |
| **Topic: Fluency** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Student facilitates a small group of his/her peers in a repeated reading of the same text to increase fluency. Student uses proper voice inflections and intonation while orally reading the repeated reading of the same text to peers. | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * **Students will engage in repeated readings of the same text to increase fluency**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: engages independently in repeated readings of the same text to increase fluency.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, student engages in repeated readings of the same text to increase fluency. |  |

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| **Standard 6.2Comprehension/Critical Literacy- the student will interact with the words and concepts in a text to construct an appropriate meaning-Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of first grade** | | |
| **Topic: Comprehension/Critical Literacy** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Student reads and creates an artifact that applies the concepts of comprehension for both fiction and nonfiction text designed for the first half of second grade. | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * **Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of first grade**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: can read and comprehend some fiction and nonfiction text   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, can read and comprehend fiction and nonfiction text |  |

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| **Standard 7.2b Literature- The student will read to construct meaning and respond to a wide variety of literacy forms-The student will demonstrate knowledge of literary elements and techniques and how they affect the development of literary work-identify and describe the plot, setting, and character(s) in a story** | | | |
| **Topic: Literature** | | | |
| **Grade: 1** | | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Compare and contrast the literary elements presented in several texts by the same author. | **Sample Activities** | |
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| **Score 3.0**  **Capable** | **The student:**   * **The student will demonstrate knowledge of literary elements and techniques and how they affect the development of literary work-identify and describe the plot, setting, and character (s) in a story.**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities | |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: can define and identify some literary elements in a story.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  | |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, can define and identify literary elements in a story. |  | |
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| **Standard 6.5-Comprehension/Critical Literacy- The student will interact with the words and concepts in a text to construct an appropriate meaning-Monitoring and Correction Strategies-Apply a basic use of semantics, syntax, and graphophonic cues** | | | |
| **Topic: Comprehension/Critical Literacy** | | | |
| **Grade: 1** | | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Student will design an artifact that utilizes monitoring and correction strategies. | | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * **Monitoring and Correction Strategies-Apply a basic use of semantics, syntax, and graphophonic cues**   **The student exhibits no major errors or omissions.** | | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: can apply some monitoring and correction strategies with the words and concepts in a text to construct an appropriate meaning.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, can apply monitoring and correction strategies with the words and concepts in a text to construct an appropriate meaning. | |  |

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| **Standard 6.3c Comprehension/Critical Literacy-The student will interact with the words and concepts in a text to construct an appropriate-Summary and Generalization-Draw and discuss visual images based on text information** | | |
| **Topic: Comprehension/Critical Literacy** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Student can retell or act out narrative text by identifying story elements and sequencing the events. Student can produce oral or written summaries of text selections by discussing who, what, when, where, why, and how to identify the main idea and significant supporting details of a text. | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Summary and Generalization-Draw and discuss visual images based on text information**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: student can draw and discuss some of the visual images based on the text information.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, student can draw and discuss some of the visual images based on the text information. |  |

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| **Strand: Standard 3.1b- Phonics/Decoding-The student will apply sound-symbol relationships to decode unknown words-Phonetic Analysis/Apply phonics knowledge to decode one-syllable words-Use r-controlled vowel patterns.** | | |
| **Topic: Phonics/Decoding** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Student demonstrates usage of short and long vowels, blends, diagraphs, and diphthongs in spoken words and writings. | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Phonetic Analysis/Apply phonics knowledge to decode one-syllable words-Use r-controlled vowel patterns.**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: uses some r-controlled vowel patterns to decode unknown words   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, uses r-controlled vowel patterns to decode unknown words. |  |

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| **Standard 6.4a-Comprehension/Critical Literacy- the student will interact with the words and concepts in a text to construct an appropriate meaning-Analysis and Evaluation-Identify simple cause and effect relationships** | | |
| **Topic: Comprehension/Critical Literacy** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Student create an artifact that analyzes and proves the cause and effect relationships in texts. | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Analysis and Evaluation-Identify simple cause and effect relationships**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: can identify some simple cause and effect relationships   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, can identify simple cause and effect relationships |  |

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| **Standard 6.1c-Comprehension/Critical Literacy-The student will interact with the words and concepts in a text to construct an appropriate meaning-Literal Understanding-Respond to questions designed to aid general comprehension** | | |
| **Topic: Comprehension/Critical Literacy** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  Student formulates questions to aid comprehension about important elements of fiction and nonfiction. Student critiques peer answers about important elements of fiction and nonfiction. | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * **Literal Understanding-Respond to questions designed to aid general comprehension**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as: responds to some questions designed to aid general comprehension   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  With help, can respond to questions designed to aid general comprehension. |  |

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| **Strand: Standard 4.2 Vocabulary-The student will develop and expand knowledge of words and word meanings to increase-Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts** | | |
| **Topic: Vocabulary** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Strand: Standard 6.3a Comprehension/Critical Literacy-The student will interact with the words and concepts in a text to construct an appropriate meaning-Summary and Generalization-Retell or act out stories and events using beginning, middle, and end** | | |
| **Topic: Comprehension/Critical Literacy** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Summary and Generalization-Retell or act out stories and events using beginning, middle, and end**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Strand: Standard 5.2 Fluency-The student will identify words rapidly so that attention is directed at the meaning of the text-Read regularly in instructional-level text (text in which no more than 1 in 10 words is difficult for the reader)** | | |
| **Topic: Fluency** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Read regularly in instructional-level text (text in which no more than 1 in 10 words is difficult for the reader)**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |
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| **Strand: Standard 5.5 Fluency-The student will identify words rapidly so that attention is directed at the meaning of the text-Use punctuation cues (e.g. periods, commas, question marks) in a text as a guide to understanding meaning** | | |
| **Topic: Fluency** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Use punctuation cues (e.g. periods, commas, question marks) in a text as a guide to understanding meaning**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |

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| **Strand: Standard 6.3b-Comprehension/Critical Literacy-The student will interact with the words and concepts in a text to construct an appropriate meaning-Summary and Generalization-Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read** | | |
| **Topic: Comprehension/Critical Literacy** | | |
| **Grade: 1** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * **Summary and Generalization-Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read**   **The student exhibits no major errors or omissions.** | * List Treasures and Center Activities |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |