

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

READING

Essential Standard: Asks and answers questions about key details, words and phrases in a text heard or read. (L, I)

ESSENTIAL KNOWLEDGE OUTCOME:

Students learn to use skills and strategies needed to comprehend, analyze and evaluate literary and informational text.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.R L I 1 Ask and answer questions about key details in a text

1. R I 4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

| Third Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to ask and answer questions about key details and to determine the meaning of words in a text |
| Needs Improvement (2) | With prompting and support asks and answers questions about key details and to determine the meaning of words in a text |
| Proficient (3) | Independently asks and answers questions about key details and determines the meaning of words in a text |
| Advanced (4) | Independently analyzes and evaluates key details and discovers meanings of unknown words in a text |

| First Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to ask and answer questions about key details and to determine the meaning of words in a text |
| Needs Improvement (2) | With prompting and support asks and answers questions about key details and determines the meaning of words in a text |
| Proficient (3) | Independently asks and answers questions about key details and determines the meaning of words in a text |
| Advanced (4) | Independently analyzes and evaluates key details and discovers meanings of unknown words in a text |

| Second Trimester | |
|-----------------------|---|
| Warning (1) | Unable to ask and answer questions about key details and to determine the meaning of words in a text |
| Needs Improvement (2) | With prompting and support asks and answers questions about key details and to determine the meaning of words in a text |
| Proficient (3) | Independently asks and answers questions about key details and determines the meaning of words in a text |
| Advanced (4) | Independently analyzes and evaluates key details and discovers meanings of unknown words in a text |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

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|---|
| READING |
| Essential Standard: Retells stories heard or read. (L) |

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RL.2 Retell stories including key details and demonstrate understanding of their central message or lesson

1.RL.6 Identify who is telling the story at various points in a text

| First Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to retell familiar stories including key details and to demonstrate understanding of their central message or lesson; unable to identify who is telling the story at various points in a text |
| Needs Improvement (2) | With prompting and support, retells familiar stories including key details, demonstrates an understanding of their central message or lesson and identifies who is telling the story at various points in the text |
| Proficient (3) | Independently retells familiar stories including key details and demonstrates an understanding of their central message or lesson, identifies who is telling the story at various points in the text |
| Advanced (4) | Independently analyzes and evaluates text ie. compares central message, rewrites endings or critiques text |

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to retell familiar stories including key details and to demonstrate understanding of their central message or lesson; unable to identify who is telling the story at various points in a text |
| Needs Improvement (2) | With prompting and support, retells familiar stories including key details, demonstrates an understanding of their central message or lesson and identifies who is telling the story at various points in the text |
| Proficient (3) | Independently retells familiar stories including key details and demonstrates an understanding of their central message or lesson, identifies who is telling the story at various points in the text |
| Advanced (4) | Independently analyzes and evaluates text ie. compares central message, rewrites endings or critiques text |

| Third Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to retell familiar stories including key details and to demonstrate understanding of their central message or lesson; unable to identify who is telling the story at various points in a text |
| Needs Improvement (2) | With prompting and support, retells familiar stories including key details, demonstrates an understanding of their central message or lesson and identifies who is telling the story at various points in the text. |
| Proficient (3) | Independently retells familiar stories including key details and demonstrates an understanding of their central message or lesson, identifies who is telling the story at various points in the text. |
| Advanced (4) | Independently analyzes and evaluates text ie. compares central message, rewrites endings or critiques text |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

READING

Essential Standard: Identifies main topic and retells key details of text heard or read. (1)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RI.2: Identify the main topic and retell key details of a text.

1.RI.8: Identify the reasons an author gives to support points in a text.

| First Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to identify the main topic and retell key details of a text |
| Needs Improvement (2) | With prompting and support, identifies the main topic and retells key details of a text |
| Proficient (3) | Independently identifies the main topic and retells key details of a text |
| Advanced (4) | Independently compares and contrasts main topics and key details from different selections. Uses inference and responds critically to questions based on text |

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to identify the main topic and retell key details of a text |
| Needs Improvement (2) | With prompting and support, identifies the main topic and retells key details of a text |
| Proficient (3) | Independently identifies the main topic and retells key details of a text |
| Advanced (4) | Independently compares and contrasts main topics and key details from different selections and uses inference and responds critically to questions based on text |

| Third Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to identify the main topic and retell key details of a text and identify the reasons an author gives to support points in a text |
| Needs Improvement (2) | With prompting and support identifies the main topic and retells key details of a text; identifies the reasons an author gives to support points in a text |
| Proficient (3) | Independently identifies the main topic and retells key details of a text; identifies the reasons an author gives to support points in a text |
| Advanced (4) | Independently compares and contrasts main topics and key details from different selections and uses inference and responds critically to questions based on text |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

READING

Essential Standard: Describes and compares characters, settings, and events within a story and between two stories (L)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RL. 3: Describe and compare characters, setting and major events in a story.

1.RL. 9: Compare and contrast the adventures and experiences of characters in stories.

First Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to describe and compare characters, setting and major events in a story |
| Needs Improvement (2) | With prompting and support, describes and compares characters, setting and major events in a story |
| Proficient (3) | Independently describes and compares characters, setting and major events in a story |
| Advanced (4) | Independently describes characters, setting, and /or elements of plot using colorful descriptive language |

Second Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to describe and compares characters, setting and major events in a story |
| Needs Improvement (2) | With prompting and support, describes and compares characters, setting and major events in a story |
| Proficient (3) | Independently describes and compares characters, setting and major events in a story |
| Advanced (4) | Independently describes characters, setting, and/or elements of plot using colorful descriptive language |

Third Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to identify and compare characters, setting and major events in a story and unable to compare and contrast the adventures and experiences of characters in familiar stories |
| Needs Improvement (2) | With prompting and support, identifies and compares characters, setting and major events in a story and compare and contrast the adventures and experiences of characters in familiar stories |
| Proficient (3) | Independently identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories |
| Advanced (4) | Independently identifies characters, setting, and/or elements of plot using colorful descriptive language. Compares and contrasts the adventures and experience of characters in familiar stories and makes connections to other stories and self |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

READING

Essential Standard: Describes connections within a text (I)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RI. 3 Describe the connections between two individuals, events, ideas or pieces of information in a text.

First Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to describe the connection between two individuals, events, ideas, or pieces of information in a text |
| Needs Improvement (2) | With substantial prompting and support describes the connection between two individuals, events, ideas, or pieces of information in a text |
| Proficient (3) | With prompting and support, consistently describes the connection between two individuals, events, ideas, or pieces of information in a text |
| Advanced (4) | Independently, describes the connection between two individuals, events, ideas, or pieces of information in a text |

Second Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | With substantial prompting and support describes the connection between two individuals, events, ideas, or pieces of information in a text |
| Needs Improvement (2) | With prompting and support consistently describes the connection between two individuals, events, ideas, or pieces of information in a text |
| Proficient (3) | Independently describes the connection between two individuals, events, ideas, or pieces of information in a text |
| Advanced (4) | Justifies or evaluates the connection between two individuals, events, ideas, or pieces of information in a text |

Third Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | With substantial prompting and support describes the connection between two individuals, events, ideas, or pieces of information in a text. |
| Needs Improvement (2) | With prompting and support consistently describes the connection between two individuals, events, ideas, or pieces of information in a text |
| Proficient (3) | Independently describes the connection between two individuals, events, ideas, or pieces of information in a text |
| Advanced (4) | Justifies or evaluates the connection between two individuals, events, ideas, or pieces of information in a text |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

READING

Essential Standard: Identifies similarities and differences between two texts on the same topic (I)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RI.9: Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions or procedures)

First Trimester: Benchmarks

Not assessed this trimester

Second Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to identify similarities and differences between two texts on the same topic |
| Needs Improvement (2) | With prompting and support identifies similarities and differences between two texts on the same topic |
| Proficient (3) | Independently identifies similarities and differences between two texts on the same topic |
| Advanced (4) | Independently identifies similarities and differences between many texts on the same topic |

Third Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to identify similarities and differences between two texts on the same topic |
| Needs Improvement (2) | With prompting and support identifies similarities and differences between two texts on the same topic |
| Proficient (3) | Independently identifies similarities and differences between two texts on the same topic |
| Advanced (4) | Independently identifies similarities and differences between many texts on the same topic |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

READING

Essential Standard: Identifies and explains characteristics of various types of texts (L, I)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 1.RL MA8A: Identify characteristics commonly shared by folktales and fairy tales
- 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
- 1.RI 5: Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts in a text.

| First Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to identify characteristics commonly shared by folktales and fairy tales. |
| Needs Improvement (2) | With prompting and support identifies characteristics commonly shared by folktales and fairy tales. |
| Proficient (3) | Independently identifies characteristics commonly shared by folktales and fairy tales. |
| Advanced (4) | Independently creates folktales and fairy tales using the characteristics. |

| Second Trimester: Benchmarks | |
|------------------------------|---|
| Warning (1) | Unable to identify major differences between narrative and expository text. |
| Needs Improvement (2) | With prompting and support identifies major differences between narrative and expository text. |
| Proficient (3) | Identifies major differences between narrative and expository text. |
| Advanced (4) | Independently compares and contrasts various types of text using the characteristics of each genre. |

| Third Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to identify major differences between narrative and expository text. Unable to know and use various text features. |
| Needs Improvement (2) | With prompting and support identifies major differences between narrative and expository text. With prompting and support knows and uses various text features. |
| Proficient (3) | Independently identifies major differences between narrative and expository text. Knows and uses various text features. |
| Advanced (4) | Independently compares and contrasts various types of text using the characteristics of each genre. Differentiates between and uses various text features. |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

READING

Essential Standard: Distinguishes between and use information provided by pictures and text to describe key ideas (I)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RI.6 Distinguishes between information provide by pictures or other illustrations and information provided by words in a text.

1.RI.7 Uses illustrations and details in a text to describe its key ideas.

First Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to distinguish between information provided by pictures or other illustrations and information provided by words in a text |
| Needs Improvement (2) | With prompting and support distinguishes between information provided by pictures or other illustrations and information provided by words in a text |
| Proficient (3) | Independently distinguishes between information provided by pictures or other illustrations and information provided by words in a text |
| Advanced (4) | Judges and explains which information is most helpful in understanding the text (written or illustrated). Composes new additional information about the same topic that could be included in a text(written or illustrated) |

Second Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to use illustrations and details in a text to describe its key ideas |
| Needs Improvement (2) | With prompting and support uses illustrations and details in a text to describe its key ideas |
| Proficient (3) | Independently uses illustrations and details in a text to describe its key ideas |
| Advanced (4) | Independently evaluates and ranks key illustrations and details in order of effectiveness in helping the reader understand the main idea |

Third Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to use illustrations and details in a text to describe its key ideas |
| Needs Improvement (2) | With prompting and support uses illustrations and details in a text to describe its key ideas |
| Proficient (3) | Independently uses illustrations and details in a text to describe its key ideas |
| Advanced (4) | Independently evaluates and ranks key illustrations and details in order of effectiveness in helping the reader understand the main idea |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

READING

Essential Standard: Identifies words /phrases in stories and poems that suggest feelings or appeal to the senses (L)

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RL.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses

1.RL.10 With prompting and support read prose and poetry of appropriate complexity for grade 1

First Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to read prose and poetry of appropriate complexity for grade 1 |
| Needs Improvement (2) | With substantial prompting and support reads prose and poetry of appropriate complexity for grade 1 |
| Proficient (3) | With prompting and support reads prose and poetry of appropriate complexity for grade 1 |
| Advanced (4) | Independently reads prose and poetry of appropriate complexity for grade 1 |

Second Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to read prose and poetry of appropriate complexity for grade 1 and to identify words and phrases in stories and poems that suggest feelings or appeal to the senses |
| Needs Improvement (2) | With substantial prompting and support reads prose and poetry of appropriate complexity for grade 1 and identifies words and phrases in stories and poems that suggest feelings or appeal to the senses |
| Proficient (3) | With prompting and support reads prose and poetry of appropriate complexity for grade 1 and identifies words and phrases in stories and poems that suggest feelings or appeal to the senses |
| Advanced (4) | Independently reads prose and poetry of appropriate complexity for grade 1 and identifies words and phrases in stories and poems that suggest feelings or appeal to the senses |

Third Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to read prose and poetry of appropriate complexity for grade 1 and to identify words and phrases in stories and poems that suggest feelings or appeal to the senses |
| Needs Improvement (2) | With substantial prompting and support reads prose and poetry of appropriate complexity for grade 1 and identifies words and phrases in stories and poems that suggest feelings or appeal to the senses |
| Proficient (3) | With prompting and support reads prose and poetry of appropriate complexity for grade 1 and independently identifies words and phrases in stories and poems that suggest feelings or appeal to the senses |
| Advanced (4) | Independently reads prose and poetry of appropriate complexity for grade 1 and composes new words and phrases in stories and poems that suggest feelings or appeal to the senses |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

FOUNDATIONAL SKILLS

Essential Standard: Recognizes the distinguishing features of a sentence when reading grade level text

ESSENTIAL KNOWLEDGE OUTCOME:

Students learn and use skills and strategies needed to comprehend literary and informational text.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RF.1 Demonstrate understanding of the organization and basic features of print .
a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).

| First Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to recognize the distinguishing features of a sentence including capitalization of the first word and ending punctuation |
| Needs Improvement (2) | With prompting and support recognizes the distinguishing features of a sentence including capitalization of the first word and ending punctuation |
| Proficient (3) | Independently recognizes the distinguishing features of a sentence including capitalization of the first word and ending punctuation |
| Advanced (4) | Independently applies the distinguishing features of complex sentences |

| Second Trimester: Benchmarks | |
|------------------------------|---|
| Warning (1) | Unable to recognize the distinguishing features of a sentence including capitalization of the first word and ending punctuation |
| Needs Improvement (2) | With prompting and support recognizes the distinguishing features of a sentence including capitalization of the first word and ending punctuation |
| Proficient (3) | Independently recognizes the distinguishing features of a sentence including capitalization of the first word and ending punctuation |
| Advanced (4) | Independently applies the distinguishing features of complex sentences |

| Third Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to recognize the distinguishing features of a sentence including capitalization of the first word and ending punctuation |
| Needs Improvement (2) | With prompting and support recognizes the distinguishing features of a sentence including capitalization of the first word and ending punctuation |
| Proficient (3) | Independently recognizes the distinguishing features of a sentence including capitalization of the first word and ending punctuation |
| Advanced (4) | Independently applies the distinguishing features of complex sentences |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

FOUNDATIONAL SKILLS

Essential Standard: Demonstrates understanding of spoken words, syllables, and sounds (phonemes) when reading grade level text.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RF.2:

- a. Distinguish long from short vowel sounds in spoken single- syllable words
- b. Orally produce single syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial , medial vowel, and final sounds (phonemes) in spoken single-syllable words
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

First Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words and segment spoken single-syllable words. |
| Needs Improvement (2) | With prompting and support is able to isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words and segment spoken single-syllable words |
| Proficient (3) | Independently is able to isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words and segment spoken single-syllable words |
| Advanced (4) | Independently identifies two-syllable words |

Second Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to orally produce single syllable words by blending sounds including consonant blends |
| Needs Improvement (2) | With prompting and support is able to orally produce single syllable words by blending sounds including consonant blends |
| Proficient (3) | Independently is able to orally produce single syllable words by blending sounds including consonant blends |
| Advanced (4) | Independently identifies multi-syllable words |

Third Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to distinguish long from short vowel sounds in spoken single-syllable words |
| Needs Improvement (2) | With prompting and support distinguishes long from short vowel sounds in spoken single-syllable words |
| Proficient (3) | Independently distinguishes long from short vowel sounds in spoken single-syllable words |
| Advanced (4) | Independently identifies multi-syllable words |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

FOUNDATIONAL SKILLS

Essential Standard: Knows and applies grade level phonics and word analysis skills in decoding words.

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RF.3

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final *-e* and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.

| Third Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to recognize that the number of vowel sounds determines the number of syllables and to decode two syllable words and read words with inflectional endings |
| Needs Improvement (2) | With prompting and support recognizes that the number of vowel sounds determines the number of syllables and decodes two syllable words and reads words with inflectional endings |
| Proficient (3) | Independently recognizes that the number of vowel sounds determines the number of syllables and decodes two syllable words and reads words with inflectional endings |
| Advanced (4) | Independently applies complex word analysis skills |

| First Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to identify the spelling sound correspondence of consonant digraphs taught and decode regularly spelled words |
| Needs Improvement (2) | With prompting and support identifies the spelling sound correspondence of consonant digraphs taught and decodes regularly spelled words |
| Proficient (3) | Independently identifies the spelling sound correspondence of consonant digraphs taught and decodes regularly spelled words |
| Advanced (4) | Independently applies complex word analysis skills |

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to recognize the final <i>-e</i> and common vowel team conventions for representing long vowel sounds and |
| Needs Improvement (2) | With prompting and support recognizes the final <i>-e</i> common vowel team conventions for representing long vowel sounds |
| Proficient (3) | Independently recognizes the final <i>-e</i> and common vowel team conventions for representing long vowel sounds |
| Advanced (4) | Independently applies complex word analysis skills |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

FOUNDATIONAL SKILLS

Essential Standard: Reads grade appropriate irregularly spelled /high frequency words

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.RF.3:

Recognize and read grade appropriate irregularly spelled words.

| First Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to read grade appropriate irregularly spelled words |
| Needs Improvement (2) | With prompting and support reads grade appropriate irregularly spelled words |
| Proficient (3) | Independently reads grade appropriate irregularly spelled words |
| Advanced (4) | Independently reads more complex words |

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to read grade appropriate irregularly spelled words |
| Needs Improvement (2) | With prompting and support reads grade appropriate irregularly spelled words |
| Proficient (3) | Independently reads grade appropriate irregularly spelled words |
| Advanced (4) | Independently reads more complex words |

| Third Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to read grade appropriate irregularly spelled words |
| Needs Improvement (2) | With prompting and support reads grade appropriate irregularly spelled words |
| Proficient (3) | Independently reads grade appropriate irregularly spelled words |
| Advanced (4) | Independently reads more complex words |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

FOUNDATIONAL SKILLS

Essential Standard: Reads grade level text with sufficient accuracy and fluency to support comprehension

Essential Standard/Student Demonstration:

1.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

First Trimester: Benchmarks

Not assessed this trimester

Second Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to read grade level text with accuracy and fluency to demonstrate comprehension |
| Needs Improvement (2) | Reads grade level text at a rate that hinders their ability to demonstrate comprehension. Does not use context to confirm or self-correct to monitor comprehension. |
| Proficient (3) | Independently reads grade level text at an appropriate rate with accuracy and fluency to demonstrate comprehension. Uses context to confirm or self-correct to monitor comprehension and improves accuracy, rate, and expression with successive readings |
| Advanced (4) | Independently reads grade level text at an accelerated rate with accuracy and fluency to demonstrate comprehension. Uses context to confirm or self-correct to monitor comprehension |

Third Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to read grade level text with accuracy and fluency to demonstrate comprehension |
| Needs Improvement (2) | Reads grade level text at a rate that hinders their ability to demonstrate comprehension. Does not use context to confirm or self-correct to monitor comprehension. |
| Proficient (3) | Independently reads grade level text at an appropriate rate with accuracy and fluency to demonstrate comprehension. Uses context to confirm or self-correct to monitor comprehension and improves accuracy, rate, and expression with successive readings |
| Advanced (4) | Independently reads grade level text at an accelerated rate with accuracy and fluency to demonstrate comprehension. Uses context to confirm or self-correct to monitor comprehension |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

WRITTEN LANGUAGE

Essential Standard: Formulates and writes an opinion about a topic or book

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W1: 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.

| First Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to dictate an opinion. |
| Needs Improvement (2) | With prompting and support, demonstrates understanding of the elements of an opinion piece including introducing a topic, stating an opinion, supplying a reason for the opinion and providing a sense of closure. |
| Proficient (3) | Independently demonstrates understanding of the elements of an opinion piece including introducing a topic, stating an opinion, supplying a reason for the opinion and providing a sense of closure. |
| Advanced (4) | Independently writes an opinion about a topic or book and supplies a reason. |

Second Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to write an opinion. |
| Needs Improvement (2) | With prompting and support, shows effective development towards the creation of an opinion piece including introducing a topic, stating an opinion, supplying a reason for the opinion and providing a sense of closure. Graphic organizers are used for support. |
| Proficient (3) | Independently shows effective development towards the creation of an opinion piece including introducing a topic, stating an opinion, supplying a reason for the opinion and providing a sense of closure. Graphic organizers are used for support. |
| Advanced (4) | Independently writes an opinion about a topic or book and supplies many reasons. |

Third Trimester: Benchmarks

| | |
|-------------|-----------------------------|
| Warning (1) | Unable to write an opinion. |
|-------------|-----------------------------|

| | |
|-----------------------|---|
| Needs Improvement (2) | With prompting and support composes a piece including an opinion or preference about a topic or book. |
| Proficient (3) | Independently composes a piece including an opinion or preference about a topic or book and supplies a reason for the opinion and provides closure. |
| Advanced (4) | Compose a piece including an opinion or preference about a topic or book and supplies many reasons for the opinion and provides closure. |

WRITTEN LANGUAGE

Essential Standard: Writes about a topic in informational/explanatory text

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

| First Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to supply information about a topic |
| Needs Improvement (2) | With prompting and support, demonstrates knowledge of the elements of an informational/explanatory text including writing the name of a topic supplying simple facts about that topic, and providing a sense of closure. |
| Proficient (3) | Independently demonstrates knowledge of the elements of an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure. |
| Advanced (4) | Writes the name of a topic and supplies information about that topic with many details |

Second Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to supply information about a topic or dictate information with prompting and support. |
| Needs Improvement (2) | With prompting and support shows effective development toward the creation of an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure. Uses graphic organizers for support. |

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| | |
|----------------|--|
| Proficient (3) | Independently shows effective development toward the creation of an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure. Uses graphic organizers for support. |
| Advanced (4) | Writes information about a text and supplies elaborative details. |

| Third Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Little or no understanding about supplying information about a topic |
| Needs Improvement (2) | With prompting and support writes an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure. |
| Proficient (3) | Independently writes an informational/explanatory text including writing the name of a topic and supplying simple facts about that topic, and providing a sense of closure. |
| Advanced (4) | Writes information about a text and supplies many supporting details and provides a sense of closure |

WRITTEN LANGUAGE

Essential Standard: Writes narratives with sequenced events

Essential Standard/Student Demonstration:

W3: 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.

| First Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to write narratives with two or more sequenced events |
| Needs Improvement (2) | With prompting and support, demonstrates understanding of the elements of a narrative piece including some details about what happened, temporal words to signal order and a sense of closure. |
| Proficient (3) | Independently demonstrates understanding of the elements of a narrative piece including some details about what happened, temporal words to signal order and a sense of closure. |
| Advanced (4) | Independently writes narratives with two or more sequenced events, including some details regarding what happened |

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to write narratives with two or more sequenced events |

| | |
|-----------------------|---|
| Needs Improvement (2) | With prompting and support writes narratives with two or more sequenced events |
| Proficient (3) | Independently shows effective development toward writing a narrative with two sequenced events, including some details regarding what happened, using temporal words to signal event order and providing some sense of closure. Uses graphic organizers to support. |
| Advanced (4) | Independently writes narratives with many sequenced events, , uses temporal words to signal event order and provides some sense of closure |

| Third Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to write narratives with two or more sequenced events |
| Needs Improvement (2) | With prompting and support writes narratives with two or more sequenced events |
| Proficient (3) | Independently writes narratives with two sequenced events, including some details regarding what happened, uses temporal words to signal event order and provides some sense of closure. |
| Advanced (4) | Independently writes narratives with two or more sequenced events, including elaborative details regarding what happened, uses temporal words to signal event order, and provides a sense of closure using complex language. |

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WRITTEN LANGUAGE

Essential Standard: Writes poems with rhyme and repetition

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

MA.3A 3a.: Write poems with rhyme and repetition

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to write poetry |
| Needs Improvement (2) | With prompting and support writes poems with rhyme and repetition |
| Proficient (3) | Independently writes poems with rhyme and repetition |
| Advanced (4) | Independently creates varied poems with rhyme and repetition using sensory details |

Third Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to write poetry |
| Needs Improvement (2) | With prompting and support writes poems with rhyme and repetition |
| Proficient (3) | Independently writes poems with rhyme and repetition |
| Advanced (4) | Independently creates varied poems with rhyme and repetition using sensory details |

WRITTEN LANGUAGE

Essential Standard: Edits and revises writing

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W5: 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.

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Not assessed during this trimester

Third Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to edit and revise |
| Needs Improvement (2) | With prompting and support from adults responds to questions and suggestions from peers and adds details to strengthen writing as needed |
| Proficient (3) | Independently responds to questions and suggestions from peers and adds detail to strengthen writing as needed |
| Advanced (4) | Independently responds to questions and suggestions from peers and adds many supporting details to strengthen writing |

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English Language Arts – First Grade

WRITTEN LANGUAGE

Essential Standard: Uses a variety of digital tools to produce and publish writing

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

First Trimester: Benchmarks

Not assessed during this trimester

Second Trimester: Benchmarks

Not assessed during this trimester

Third Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to produce and publish writing |
| Needs Improvement (2) | With substantial prompting and support from adults explores a variety of digital tools to produce and publish writing including in collaboration with peers |
| Proficient (3) | With prompting and support explores a variety of digital tools to produce and publish writing including in collaboration with peers |
| Advanced (4) | Independently explores a variety of digital tools to produce and publish writing including in collaboration with peers |

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English Language Arts – First Grade

WRITTEN LANGUAGE

Essential Standard: Participates in shared research and writing projects

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W7: 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).

| First Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to participate in shared research and writing projects |
| Needs Improvement (2) | With prompting and support participates in shared research and writing projects |
| Proficient (3) | Independently participates in shared research and writing projects |
| Advanced (4) | Takes a leadership role when participating in shared research and writing projects |

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to participate in shared research and writing projects |
| Needs Improvement (2) | With prompting and support participates in shared research and writing projects |
| Proficient (3) | Independently participates in shared research and writing projects |
| Advanced (4) | Takes a leadership role when participating in shared research and writing projects |

| Third Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to participate in shared research and writing projects |
| Needs Improvement (2) | With prompting and support participates in shared research and writing projects |
| Proficient (3) | Independently participates in shared research and writing projects |
| Advanced (4) | Takes a leadership role when participating in shared research and writing projects |

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English Language Arts – First Grade

WRITTEN LANGUAGE

Essential Standard: Gathers information from sources and experiences to answer a question

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

First Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to recall information from experiences or gather information from provided sources to write an answer to a question |
| Needs Improvement (2) | With substantial prompting and support from adults, recalls information from experiences or gather information from provided sources to write and answer to a question |
| Proficient (3) | With prompting and support from adults, recalls information from experiences or gather information from provided sources to write an answer to a question |
| Advanced (4) | Independently recalls information from experiences or gathers information from provided sources to write an answer to a question |

Second Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to recall information from experiences or gather information from provided sources to write an answer to a question |
| Needs Improvement (2) | With substantial prompting and support from adults, recalls information from experiences or gather information from provided sources to write an answer to a question |
| Proficient (3) | With prompting and support from adults, recall information from experiences or gather information from provided sources to answer a question |
| Advanced (4) | Independently recalls information from experiences or gathers information from provided sources to write an answer to a question |

Third Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to recall information from experiences or gather information from provided sources to write an answer to a question |
| Needs Improvement (2) | With substantial prompting and support from adults, recalls information from experiences or gather information from provided sources to write an answer to a question |
| Proficient (3) | With prompting and support from adults, recall information from experiences or gather information from provided sources to write an answer to a question |
| Advanced (4) | Independently recalls information from experiences or gathers information from provided sources to write an answer to a question |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

SPEAKING AND LISTENING

Essential Standard: Participates in collaborative conversations with peers and adults

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- SL.1** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- 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).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion

| Second Trimester: Benchmarks | |
|------------------------------|---|
| Warning (1) | Unable to participate in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions |
| Needs Improvement (2) | With prompting and support participates in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions |
| Proficient (3) | Independently participates in collaborative conversations with peers and adults about grade level topics and texts including listening with care, taking turns to speak with multiple exchanges, and asking questions |
| Advanced (4) | Independently initiates and is able to take a leadership role in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions |

| First Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to participate in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges |
| Needs Improvement (2) | With prompting and support participates in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges |
| Proficient (3) | Independently participates in collaborative conversations with peers and adults about grade level topics and texts including listening with care, taking turns to speak with multiple exchanges |
| Advanced (4) | Independently initiates and is able to take a leadership role in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions |

| Third Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to participate in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions |
| Needs Improvement (2) | With prompting and support participates in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions |
| Proficient (3) | Independently participates in collaborative conversations with peers and adults about grade level topics and texts including listening with care, taking turns to speak with multiple exchanges, and asking questions |
| Advanced (4) | Independently initiates and is able to take a leadership role in collaborative conversations with peers and adults about grade level topics and texts: listening with care, taking turns to speak with multiple exchanges, and asking questions |

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English Language Arts – First Grade

SPEAKING AND LISTENING

Essential Standard: Asks and answers questions about information presented orally

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.3 Ask and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood

First Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to understand text read aloud or information presented orally |
| Needs Improvement (2) | With prompting and support confirms understanding of a text read aloud or information presented orally by asking and answering questions about key details and requesting clarification when needed. . |
| Proficient (3) | Independently confirms understanding of a text read aloud or information presented orally by asking and answering questions about key details and requesting clarification when needed. |
| Advanced (4) | Asks and answers complex questions about key details in a text read aloud or information presented orally |

Second Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to understand text read aloud or information presented orally. |
| Needs Improvement (2) | With prompting to confirms understanding of a text read aloud or information presented orally by asking and answering questions about key details and requesting clarification when needed |
| Proficient (3) | Independently confirms understanding of a text read aloud or information presented orally by asking and answering questions about key details and requesting clarification when needed. |
| Advanced (4) | Asks and answers complex questions about key details in a text read aloud or information presented orally |

Third Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to understand text read aloud or information presented orally. |
| Needs Improvement (2) | With prompting and support confirms understanding of a text read aloud or information presented orally by asking and answering questions about key details and requesting clarification when needed. . |
| Proficient (3) | Independently confirms understanding of a text read aloud or information presented orally by asking and answering questions about key details and requesting clarification when needed. |
| Advanced (4) | Asks and answers complex questions about key details in a text read aloud or information presented orally |

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English Language Arts – First Grade

SPEAKING AND LISTENING

Essential Standard: Describes familiar people, places, things or events with detail and appropriate visual displays

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

First Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to describe familiar people, places, things, and events. |
| Needs Improvement (2) | With prompting and support describes familiar people, places, things, and events and adds appropriate visual displays to their description. |
| Proficient (3) | Independently describes familiar people, places, things, and events and, with prompting and support, provides additional detail and adds appropriate visual displays to their description. |
| Advanced (4) | Independently describes familiar people, places, things, and events and provides elaborative detail. Adds elaborate visual displays to their description. |

Second Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to describe familiar people, places, things, and events. |
| Needs Improvement (2) | With prompting and support describes familiar people, places, things, and events and adds appropriate visual displays to their description. |
| Proficient (3) | Independently describes familiar people, places, things, and events and, with prompting and support, provides additional detail and adds appropriate visual displays to their description. |
| Advanced (4) | Independently describes familiar people, places, things, and events and provides elaborative detail. Adds elaborate visual displays to their description. |

Third Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to describe familiar people, places, things, and events. |
| Needs Improvement (2) | With prompting and support describes familiar people, places, things, and events and adds appropriate visual displays to their description. |
| Proficient (3) | Independently describes familiar people, places, things, and events and, with prompting and support, provides additional detail and adds appropriate visual displays to their description. |
| Advanced (4) | Independently describes familiar people, places, things, and events and provides elaborative detail. Adds elaborate visual displays to their description. |

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English Language Arts – First Grade

SPEAKING AND LISTENING

Essential Standard: Speaks audibly and expresses ideas clearly

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

SL.6. Produce complete sentences when appropriate to task and situation.

First Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to speak audibly or express ideas clearly and use complete sentences when appropriate to the task and situation |
| Needs Improvement (2) | With prompting and support speaks audibly, expresses ideas clearly using complete sentences when appropriate to the task and situation |
| Proficient (3) | Independently speaks audibly and expresses ideas clearly using complete sentences when appropriate to the task and situation |
| Advanced (4) | Independently speaks using rich language in complex sentences |

Second Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to speak audibly or express ideas clearly and use complete sentences when appropriate to the task and situation |
| Needs Improvement (2) | With prompting and support speaks audibly, expresses ideas clearly using complete sentences when appropriate to the task and situation |
| Proficient (3) | Independently speaks audibly and expresses ideas clearly using complete sentences when appropriate to the task and situation |
| Advanced (4) | Independently speaks using rich language in complex sentences |

Third Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to speak audibly or express ideas clearly and use complete sentences when appropriate to the task and situation |
| Needs Improvement (2) | With prompting and support speaks audibly, expresses ideas clearly using complete sentences when appropriate to the task and situation |
| Proficient (3) | Independently speaks audibly and expresses ideas clearly, using complete sentences when appropriate to the task and situation |
| Advanced (4) | Independently speaks using rich language in complex sentences. |

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English Language Arts – First Grade

Language and Vocabulary

Essential Standard: Demonstrates command of English grammar speaking

ESSENTIAL KNOWLEDGE OUTCOME:

Students use standard English grammar and conventions of language when speaking and writing. Students acquire, understand, and use new and diverse vocabulary

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. 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).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

| First Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to use singular and plural nouns with matching verbs in basic sentences when speaking |
| Needs Improvement (2) | With prompting and support uses singular and plural nouns with matching verbs in basic sentences when speaking |
| Proficient (3) | Independently speaks clearly using singular and plural nouns with matching verbs in basic sentences |
| Advanced (4) | Consistently uses singular and plural nouns with matching verbs in complex sentences when speaking |

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to speak clearly using correct pronouns, conjunctions and adjectives in basic sentences in speaking |
| Needs Improvement (2) | With prompting and support speaks clearly using correct pronouns, conjunctions and adjectives in basic sentences when speaking |
| Proficient (3) | Independently speaks clearly using correct pronouns, conjunctions and adjectives in basic sentences |
| Advanced (4) | Consistently uses correct pronouns, conjunctions, and adjectives in complex sentences when speaking |

| Third Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. Unable to use frequently occurring prepositions and determiners when speaking |
| Needs Improvement (2) | With prompting and support can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. Requires support to use frequently occurring prepositions and determiners when speaking |
| Proficient (3) | Independently produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. Uses frequently occurring prepositions and determiners when speaking |
| Advanced (4) | Consistently uses many varied kinds of sentences in complex language when speaking |

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English Language Arts – First Grade

LANGUAGE AND VOCABULARY

Essential Standard: Demonstrates command of English grammar writing

ESSENTIAL KNOWLEDGE OUTCOME:

Students use standard English grammar and conventions of language when speaking and writing. Students acquire, understand, and use new and diverse vocabulary

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper and lower case letters
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. 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).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

| First Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to write using words and phrases with correct letter formation |
| Needs Improvement (2) | With prompting and support writes using singular and plural nouns with matching verbs in basic sentences and requires assistance to print all upper and lower case letters correctly |
| Proficient (3) | Independently writes using singular and plural nouns with matching verbs in basic sentences and prints all upper and lower case letters correctly. |
| Advanced (4) | Independently writes using complete, complex sentences |

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to write clearly using correct pronouns, conjunctions and adjectives in basic sentences |
| Needs Improvement (2) | With prompting and support writes using correct pronouns, conjunctions and adjectives in basic sentences |
| Proficient (3) | Independently writes using correct pronouns, conjunctions and adjectives in basic sentences |
| Advanced (4) | Independently writes using complete, complex sentences |

| Third Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to write simple and compound declarative, interrogative, imperative, and exclamatory sentences. Unable to use frequently occurring prepositions and determiners |
| Needs Improvement (2) | With prompting and support writes and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences. Requires support to use frequently occurring prepositions and determiners |
| Proficient (3) | Independently writes and expands simple and compound declarative, interrogative, imperative, and exclamatory sentences. Uses frequently occurring prepositions and determiners |
| Advanced (4) | Independently writes various types of complex sentences |

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English Language Arts – First Grade

LANGUAGE AND VOCABULARY

Essential Standard: Demonstrates conventions of standard English (eg. spelling, punctuation, and capitalization) when writing

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Second Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to use conventional spelling for words with common spelling patterns and for frequently occurring irregular words and to write including end punctuation for sentences and capitals for names and dates |
| Needs Improvement (2) | With prompting and support uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and the use of end punctuation for sentences and capitals for names and dates |
| Proficient (3) | Independently uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and the use of end punctuation for sentences and capitals for names and dates |
| Advanced (4) | Independently spells frequently used irregular words and uses correct punctuation consistently including those not specifically taught but seen in grade level work |

First Trimester: Benchmarks

| | |
|-----------------------|--|
| Warning (1) | Unable to include end punctuation for sentences and capitals for names and dates when writing and spell words phonetically |
| Needs Improvement (2) | With prompting and support includes end punctuation for sentences and capitals for names and dates when writing and spells words phonetically. |
| Proficient (3) | Independently includes end punctuation for sentences and capitals for beginning of sentences, names and dates when writing and spells words phonetically |
| Advanced (4) | Independently uses conventional spelling, capitals, and ending punctuation when writing complex sentences |

Third Trimester: Benchmarks

| | |
|-----------------------|---|
| Warning (1) | Unable to use conventional spelling of words with common spelling patterns for frequently occurring irregular words. Unable to capitalize proper nouns and uses commas appropriately in dates and when writing nouns in a series |
| Needs Improvement (2) | With prompting and support uses conventional spelling of words with common spelling patterns for frequently occurring irregular words; and to capitalizes proper nouns, and use of commas appropriately in dates and when writing nouns in a series |
| Proficient (3) | Independently uses conventional spelling of words with common spelling patterns for frequently occurring irregular words and capitalizes proper nouns, and uses commas appropriately in dates and when writing nouns in a series |
| Advanced (4) | Independently spells frequently used irregular words in all written work |

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English Language Arts – First Grade

LANGUAGE AND VOCABULARY

Essential Standard: Uses strategies to determine the meaning of unknown or multiple meaning words and phrases

ESSENTIAL KNOWLEDGE OUTCOME:

Students use standard English grammar and conventions of language when speaking and writing. Students acquire, understand, and use new and diverse vocabulary

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- 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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

| Third Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to use context clues to determine the meaning of a word. Unable to identify frequently used root words and their inflectional endings |
| Needs Improvement (2) | With prompting and support uses context clues to determine the meaning of a word and to identify frequently used root words and their inflectional endings |
| Proficient (3) | Independently uses context clues to determine the meaning of a word and identifies frequently used root words and their inflectional endings |
| Advanced (4) | Independently understands complex words with affixes and applies prior knowledge and context to determine word meaning |

| First Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to use sentence context clues to uncover meaning |
| Needs Improvement (2) | With prompting and support uses sentence context clues to uncover meaning |
| Proficient (3) | Independently uses sentence context clues to uncover meaning of unknown words |
| Advanced (4) | In addition to context clues, understands the relationship of affixes and base words |

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to use frequently occurring affixes to determine the meaning of words. Unable to use context clues to determine the meaning of a word |
| Needs Improvement (2) | With prompting and support uses frequently occurring affixes to determine the meaning of words and to use context clues to determine the meaning of a word |
| Proficient (3) | Independently uses frequently occurring affixes to determine the meaning of words and uses context clues to determine the meaning of a word |
| Advanced (4) | Explains how affixes are related to the meaning of the root word. Applies knowledge to untaught words |

Grade 1 Scoring Rubric/Curriculum Guide

English Language Arts – First Grade

LANGUAGE AND VOCABULARY

Essential Standard: Demonstrates understanding of word relationships and meanings

ESSENTIAL KNOWLEDGE OUTCOME:

Students use standard English grammar and conventions of language when speaking and writing. Students acquire, understand, and use new and diverse vocabulary

ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

1.L.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. 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).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. 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.

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).

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to define words by attributes |
| Needs Improvement (2) | With prompting and support defines words by attributes |
| Proficient (3) | Independently defines words by attributes and elaborates with details |
| Advanced (4) | Independently distinguishes shades of meaning among verbs and adjectives |

| Third Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to use vocabulary in real life connections and distinguish shades of meaning among verbs and adjectives |
| Needs Improvement (2) | With prompting and support uses vocabulary in real life connections to distinguish shades of meaning among verbs and adjectives |
| Proficient (3) | Independently uses vocabulary in real life connections and distinguishes shades of meaning among verbs, adjectives and elaborates with details. |
| Advanced (4) | Independently uses conjunctions to explain and expand thoughts to support ideas. |

| First Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to sort words into categories |
| Needs Improvement (2) | With prompting and support sorts words into categories |
| Proficient (3) | Independently sorts words into categories and defines words by attributes |
| Advanced (4) | Independently identifies real-life connections between words and their use |

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