# First Grade Priority Standards and Rubrics

## Domain: Reading Information

<table>
<thead>
<tr>
<th>Standard</th>
<th>RI.1.2 Identify the main topic and retell key details of a text. (DOK 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD</td>
<td>Identify the main topic and retell key details of a text</td>
</tr>
</tbody>
</table>

**Standard Proficiency Rubric:** To be marked on report card.

3- **Meets or Exceeds EOY expectations**
   - Accurately identifies the main idea
   - Includes at least 2 correct details

2- **Shows progress to meet EOY expectations**
   - Accurately identifies main ideas but has 0-1 correct details

1- **Shows progress yet far from EOY expectations or shows limited progress**
   - Unable identify the main idea

## Domain: Reading Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. (DOK 1,2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD</td>
<td>Retell story (key details, central message or lesson)</td>
</tr>
</tbody>
</table>

**Standard Proficiency Rubric:** To be marked on report card.

3- **Meets or Exceeds EOY expectations**
   Accurately retells (orally) a story including:
   - at least 2 details
   - the central message or lesson.

2- **Shows progress to meet EOY expectations**
   Retells story leaving out:
   - details and/or the central message or lesson

1- **Shows progress yet far from EOY expectations or shows limited progress**
   - Unable to retell the story

## Domain: Writing

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### Standard W.1.3
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (DOK 2,3)

### PPD
Write narratives (sequence, details, closure)

#### Standard Proficiency Rubric: To be marked on report card.

**3- Meets or Exceeds EOY expectations**
Writes narratives including ALL of the following:
- Opening sentence
- Two or more appropriately sequenced events
- Some details
- Temporal words to signal event order
- Provides some sense of closure

**2- Shows progress to meet EOY expectations**
Can successfully complete a portion of the standard, but not to the level listed above

**1- Shows progress yet far from EOY expectations or shows limited progress**
Unable to write a narrative

### Domain: Language

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>L.1.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a) Print all upper- and lowercase letters.</td>
</tr>
<tr>
<td></td>
<td>b) Use common, proper, and possessive nouns.</td>
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<tr>
<td></td>
<td>c) Use singular and plural nouns with matching verbs in basic sentences (e.g., <em>He hops; We hop</em>).</td>
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<tr>
<td></td>
<td>d) Use personal, possessive, and indefinite pronouns (e.g., <em>I, me, my; they, them, their; anyone, everything</em>).</td>
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<tr>
<td></td>
<td>e) Use verbs to convey a sense of past, present, and future (e.g., <em>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</em>).</td>
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<tr>
<td></td>
<td>f) Use frequently occurring adjectives.</td>
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<tr>
<td></td>
<td>g) Use frequently occurring conjunctions (e.g., <em>and, but, or, so, because</em>).</td>
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<tr>
<td></td>
<td>h) Use determiners (e.g., <em>articles, demonstratives</em>).</td>
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<tr>
<td></td>
<td>i) Use frequently occurring prepositions (e.g., <em>during, beyond, toward</em>).</td>
</tr>
</tbody>
</table>

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<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>L.1.2</td>
<td>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (DOK 1)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Standard</th>
<th>L.1.4 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. (DOK 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.1.4</td>
<td>a. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
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<tr>
<td></td>
<td>b. Use frequently occurring affixes as a clue to the meaning of a word.</td>
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<tr>
<td></td>
<td>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</td>
</tr>
</tbody>
</table>

**PPD**

Demonstrate mastery of *First Grade* language skills  
(See supporting checklist)

**Standard Proficiency Rubric:** To be marked on report card.  
(*L.1.1, L.1.2, L.1.4 are to be recorded together as one standard*)

3- **Meets or Exceeds EOY expectations**  
● Demonstrates 16-18 out of 18 skills on the supporting checklist.

2- **Shows progress to meet EOY expectations**  
● Demonstrates 13-15 out of 18 skills on the supporting checklist.

1- **Shows progress yet far from EOY expectations or shows limited progress**  
● Demonstrates 12 or fewer skills on the supporting checklist.

**Domain: Reading Foundations**

<table>
<thead>
<tr>
<th>Standard</th>
<th>RF.1.1 Demonstrate understanding of the organization and basic features of print.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.1</td>
<td>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (DOK 1)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</th>
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<tbody>
<tr>
<td>RF.1.2</td>
<td>a. Distinguish long from short vowel sounds in spoken single-syllable words.</td>
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<tr>
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<td>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
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<tr>
<td></td>
<td>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
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<tr>
<td></td>
<td>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (DOK 1)</td>
</tr>
</tbody>
</table>
| Standard RF.1.3 | RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.  
| | 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.  
| | g. Recognize and read grade-appropriate irregularly spelled words. (DOK 1)  
| Standard RF.1.4 | RF.1.4 Read with sufficient accuracy and fluency to support comprehension.  
| | a. Read on-level text with purpose and understanding.  
| | b. Read on-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. (DOK 1)  
| PPD | Demonstrate mastery of First Grade foundational reading skills  
| | (See supporting checklist)  
|  | **Standard Proficiency Rubric:** To be marked on report card.  
| | (R.F.1.1-4 are to be recorded together as one standard)  
| 3- Meets or Exceeds EOY expectations  
| | ● Demonstrates 13-15 out of 15 skills on the supporting checklist.  
| 2- Shows progress to meet EOY expectations  
| | ● Demonstrates 9-12 out of 15 skills on the supporting checklist.  
| 1- Shows progress yet far from EOY expectations or shows limited progress  
| | ● Demonstrates 8 or fewer skills on the supporting checklist.  
| Domain: Speaking and Listening  
| Standard SL.1.1 | SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
| | a. 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).  
| | b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  
| | c. Ask questions to clear up any confusion about the topics and texts under discussion. (DOK 2,3)  
| PPD | Collaboratively participate in small and large group conversations  

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Standard Proficiency Rubric: To be marked on report card.

3- **Meets or Exceeds EOY expectations**
Frequently and consistently:
- makes relevant connections within a discussion
- asks questions relevant to the topic while following the agreed upon rules of conversations

2- **Shows progress to meet EOY expectations**
Inconsistently includes:
- concepts of conversations and/or excluding one component of conversation

1- **Shows progress yet far from EOY expectations or shows limited progress**
Excludes:
- two or more components of conversations

### Domain: Reading Proficiency

<table>
<thead>
<tr>
<th>Standard RL.1.10, RI.1.10</th>
<th>RL/RI 1.10. Read and comprehend grade level texts independently and proficiently</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD</td>
<td>Read and comprehend grade level texts independently and proficiently</td>
</tr>
</tbody>
</table>

Standard Proficiency Rubric: To be marked on report card

3- **Meets or Exceeds EOY expectations**
Proficient on Early Reading end of year expectations AND can comprehend grade level text.

2- **Shows progress to meet EOY expectations**
Proficient on Early Reading current benchmark expectations AND can comprehend grade level text.

1- **Shows progress yet far from EOY expectations or shows limited progress**
Below proficiency on Early Reading current benchmark expectations OR does not comprehend grade level text.

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