

First Grade Priority Standards and Rubrics

Domain: Reading Information	
Standard RI.1.2	RI.1.2 Identify the main topic and retell key details of a text. (DOK 1)
PPD	Identify the main topic and retell key details of a text
Standard Proficiency Rubric: To be marked on report card.	
<p>3- Meets or Exceeds EOY expectations</p> <ul style="list-style-type: none"> ● Accurately identifies the main idea ● Includes at least 2 correct details <p>2- Shows progress to meet EOY expectations</p> <ul style="list-style-type: none"> ● Accurately identifies main ideas but has 0-1 correct details <p>1- Shows progress yet far from EOY expectations or shows limited progress</p> <ul style="list-style-type: none"> ● Unable identify the main idea 	
Domain: Reading Literature	
Standard RL.1.2	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. (DOK 1,2)
PPD	Retell story (key details, central message or lesson)
Standard Proficiency Rubric: To be marked on report card.	
<p>3- Meets or Exceeds EOY expectations</p> <p>Accurately retells (orally) a story including:</p> <ul style="list-style-type: none"> ● at least 2 details ● the central message or lesson. <p>2- Shows progress to meet EOY expectations</p> <p>Retells story leaving out:</p> <ul style="list-style-type: none"> ● details and/or the central message or lesson <p>1- Shows progress yet far from EOY expectations or shows limited progress</p> <ul style="list-style-type: none"> ● Unable to retell the story 	
Domain: Writing	

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: <ul style="list-style-type: none"> ● 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	
Standard L.1.1	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a) Print all upper- and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d) Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e) Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f) Use frequently occurring adjectives. g) Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h) Use determiners (e.g., <i>articles, demonstratives</i>). i) Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
Standard L.1.2	L.1.2 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)

	<p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
Standard L.1.4	<p>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)</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
PPD	Demonstrate mastery of <i>First Grade</i> language skills (See supporting checklist)
<p>Standard Proficiency Rubric: To be marked on report card. <i>(L.1.1, L.1.2, L.1.4 are to be recorded together as one standard)</i></p>	
<p>3- Meets or Exceeds EOY expectations</p> <ul style="list-style-type: none"> • Demonstrates 16-18 out of 18 skills on the supporting checklist. <p>2- Shows progress to meet EOY expectations</p> <ul style="list-style-type: none"> • Demonstrates 13-15 out of 18 skills on the supporting checklist. <p>1- Shows progress yet far from EOY expectations or shows limited progress</p> <ul style="list-style-type: none"> • Demonstrates 12 or fewer skills on the supporting checklist. 	
Domain: Reading Foundations	
Standard RF.1.1	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (DOK 1)</p>
Standard RF.1.2	<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (DOK 1)</p>

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 <i>First Grade</i> foundational reading skills (See supporting checklist)
<p>Standard Proficiency Rubric: To be marked on report card. <i>(R.F.1.1-4 are to be recorded together as one standard)</i></p> <p>3- Meets or Exceeds EOY expectations</p> <ul style="list-style-type: none"> • Demonstrates 13-15 out of 15 skills on the supporting checklist. <p>2- Shows progress to meet EOY expectations</p> <ul style="list-style-type: none"> • Demonstrates 9-12 out of 15 skills on the supporting checklist. <p>1- Shows progress yet far from EOY expectations or shows limited progress</p> <ul style="list-style-type: none"> • Demonstrates 8 or fewer skills on the supporting checklist. 	
Domain: Speaking and Listening	
Standard SL.1.1	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

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

Standard
RL.1.10,
RI.1.10

RL/RI 1.10. Read and comprehend grade level texts independently and proficiently

PPD

Read and comprehend grade level texts independently and proficiently

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.