1st Grade Reading

Foundational Reading Skills

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	**2** Approaching Grade Level Expectations	**3** Meets Grade Level Expectations	**4** Exceeds Grade Level Expectations
1, 2, 3	**Reads with fluency and accuracy RF.1.4**	**The student is seldom able to** read grade-level text with purpose, understanding, accuracy, rate, and expression.	**The student sometimes** reads grade-level text with purpose, understanding, accuracy, rate, and expression.	**The student usually** reads grade-level text with purpose, understanding, accuracy, rate, and expression.	**The student is able to** read above-grade-level text with purpose, understanding, accuracy, rate, and expression.
1	**Applies phonics and word analysis skills RF.1.2,3**	**The student is seldom able to** use strategies taught to decode words with short vowels.	**The student sometimes** uses strategies taught to decode words with short vowels.	**The student usually** uses strategies taught to decode words with short vowels.	**The student is able to** decode words with suffixes, digraphs, and final -e.
2	**Applies phonics and word analysis skills RF.1.2,3**	**The student is seldom able to** use strategies taught to decode words with suffixes, digraphs, and final -e.	**The student sometimes** uses strategies taught to decode words with suffixes, digraphs, and final -e.	**The student usually** uses strategies taught to decode words with suffixes, digraphs, and final -e.	**The student is able to** decode words with common vowel teams (ee, ai, oa).
3	**Applies phonics and word analysis skills RF.1.2,3**	**The student is seldom able to** use strategies taught to decode words with final -e and common vowel teams.	**The student sometimes** uses strategies taught to decode words with final -e and common vowel teams.	**The student usually** uses strategies taught to decode words with final -e and common vowel teams.	**The student is able to** decode regularly spelled 2 syllable words with long vowels and common prefixes and suffixes.

Literature

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	**2** Approaching Grade Level Expectations	**3** Meets Grade Level Expectations	**4** Exceeds Grade Level Expectations
1, 2, 3	**Retells and answers**	**The student is seldom able to** ask/answer	**The student sometimes** asks/answers questions	**The student usually** asks/answers questions	**The student is able to** retell stories, including key

Trimester	Standard	1	2	3	4
	questions using key details RL1.1,2,3	questions about key details in a text, or retell stories including characters, setting, major events, and central lesson.	about key details in a text, and retells stories including characters, setting, major events, and central lesson.	about key details in a text, and retells stories including characters, setting, major events, and central lesson.	details, and demonstrates understanding of their central message or lesson including higher order thinking skills (inferential comprehension).
2, 3	**Determines and distinguishes points of view RL1.4,5,6**	**The student is seldom able to** identify who is telling the story at various points in a text.	**The student sometimes** identifies who is telling the story at various points in a text.	**The student usually** identifies who is telling the story at various points in a text.	**The student is able to** acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2, 3	**Compares and contrasts story elements RL1.7,9**	**The student is seldom able to** compare and contrast the adventures and experiences of characters in stories.	**The student sometimes** compares and contrasts the adventures and experiences of characters in stories.	**The student usually** compares and contrasts the adventures and experiences of characters in stories.	**The student is able to** compare and contrast two or more versions of the same story by different authors or from different cultures.

Informational

Trimester	Standard	Proficiency Indicators			
		1 **Below Grade Level Expectations**	**2** **Approaching Grade Level Expectations**	**3** **Meets Grade Level Expectations**	**4** **Exceeds Grade Level Expectations**
1, 3	**Identifies the main topic, and retells key details of text RI 1.1,2,3**	**The student is seldom able to** identify the main topic and retell key details of a text including events, ideas, or pieces of information.	**The student sometimes** identifies the main topic, and retells key details of a text including events, ideas, or pieces of information.	**The student usually** identifies the main topic, and retells key details of a text including events, ideas, or pieces of information.	**The student is able to** identify the main topic of an above grade level text, as well as the focus of specific paragraphs within the text.
1, 3	**Knows and uses various text features to gain information RI 1.4,5,6**	**The student is seldom able to** use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**The student sometimes** uses various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**The student usually** uses various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**The student is able to** use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in an above

					grade level text.
1, 3	**Compares and contrasts two texts on the same topic RI 1.7,8,9**	**The student is seldom able to** identify basic similarities in and differences between two texts on the same topic (in illustrations, descriptions, or procedures).	**The student sometimes** identifies basic similarities in and differences between two texts on the same topic (in illustrations, descriptions, or procedures).	**The student usually** identifies basic similarities in and differences between two texts on the same topic (in illustrations, descriptions, or procedures).	**The student is able to** compare and contrast the most important points presented by two texts on the same topic.