## First Grade Report Card Companion Rubric ELA

Standard	Exceeding Standard	Meeting Standard	Approaching Standard	Not Yet		
READING						
Foundational Skills: Print Concepts	-Recognize and use features of a sentence correctly when reading and writing	-recognize these features of a sentence: first word, capitalization, ending punctuation	-Follow words from left to right, top to bottom, and page to page -Recognize that spoken words are represented by written words -Understand that words are separated by spaces -Recognize and name upper and lower case letters	-Does not track print -Does not associate spoken words with printed words -Does not separate words with spaces -Does not recognize and name upper and lower case letters		
Foundational Skills: Phonological Awareness	-reads and spells long and short vowels -blends sounds in 2-syllable words with vowel teams -isolates sounds in 2-syllable words -segments 2-syllable words into phonemes	-distinguish long from short vowels -blend sounds in 1-syllable words with consonant blends -isolate initial, medial, and final sounds -segment 1-syllable words into phonemes	-recognize and produce rhyming words -count, produce, blend, and segment syllables -blend and segment onsets and rimes -pronounce initial, medial, and final sounds -add or substitute sounds to make new words	-does not recognize or produce rhyming words -does not count, produce, blend, or segment syllables -does not pronounce initial, medial, or final sounds -does not add or substitute sounds to make new words		
Foundational Skills: Phonics and Word Recognitions	-distinguish long and short vowels -know common vowel teams -decode 2-syllable words with long vowels -decode words with prefixes and suffixes	-know consonant digraphs -decode 1-syllable words -know final-e -determine the number of syllables in a word -decode 2-syllable words with short vowels -read words with inflected	-demonstrate one-to-one sound correspondence -associate long and short sounds with all vowels -read common sight words	-does not associate letter sounds with letter symbols -does not know short or long vowel sounds -does not read common sight words		

		endings		
Foundational Skills: Fluency	-reads above grade level text with purpose and understanding -reads above grade level text with purpose and understanding -self-corrects when reading above grade level text	-read grade level text with purpose and understanding -read orally with accuracy, appropriate rate, and expression -self-corrects when reading	-reads emergent reader texts with purpose and understanding	-does not read emergent reader texts -does not read with purpose or understanding
Literature: Key Ideas & Details	-ask and answer who, what, when, where, and how questions -recount stories, fables, and folktales including the central message, moral, or lesson -describe how characters change in response to major events & challenges	-ask and answer key questions about details -retell stories, including key details and central message or lesson -describe characters, setting, and major events using key details	-with prompting and support, ask and answer questions about details -with prompting and support, retell stories including key details -with prompting and support, identify characters, setting, and major events	-does not answer and ask questions about details -does not retell stories including key details -does not identify characters, setting, or major events
Literature: Craft & Structure	-describe how words/phrases supply rhythm & meaning in a story, poem, or song -describe overall structure of a story -acknowledges differences in the points of view of characters	-identify words/phrases that suggest feelings or appeal to the senses -Explain differences between books that tell stories and books that give information -Identify who is telling the story	-ask and answer questions about unknown words in the text -recognize common types of texts -name the author & illustrator & their role	-does not ask and answer questions about the text -does not recognize common types of texts -does not name the author/illustrator & their role
Literature: Integration of Knowledge & Ideas	-use information gained from illustrations and print to demonstrate understanding of	-uses illustrations and details in a story to describe characters, setting, or events	-with prompting and support, describe the relationship between illustrations and story	-does not understand the relationship between the illustrations and the story -does not compare and

	characters, setting, plot	-compare and contrast	-with prompting and	contrast
	-compare and contrast 2	characters, adventures,	support, compare and	adventures/experiences of
	versions of the same story	· · · · · · · · · · · · · · · · · · ·	contrast adventures and	characters
	versions of the same story	and experiences	experiences of characters	Characters
Lovel of Toyt Complexity	DRA Level 16 – 28	DRA Level 3 – 16	DRA Level 1 - 3	DRA Level below level 1
Level of Text Complexity			DRA Level 1 - 3	DRA Level below level 1
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Informational Text: Key	-ask and answer who,	-ask and answer questions	-with prompting and	-does not ask and answer
Ideas & Details	what, when, where, and	about key details	support, ask and answer	questions about key
	how questions	-identify main topic and	questions about key	details
	-identify the main topic of	retell key details	details	-does not identify main
	multi-paragraph text	-describe connection	-with prompting and	topic and retell key details
	-describe connection	between 2 individuals,	support, identify main	-does not describe
	between series of	events, ideas, or pieces of	topic and retell key details	connections in text
	historical events, scientific	information	-with prompting and	
	ideas, or steps in technical		support, describe	
	procedures		connection between 2	
			individuals, events, ideas,	
			or pieces of information	
Informational Text: Craft	-Determine the meaning	-Ask and answer questions	-With prompting and	-does not ask and answer
& Structure	of words and phrases in a	to help determine or	support, ask and answer	questions about unknown
	text relevant to a subject	clarify the meaning of	questions about unknown	words in a text.
	area.	words and phrases in a	words in a text.	-does not identify the
	-Know and use various text	text.	-Identify the front cover,	front cover, back cover,
	features (e.g., captions,	-Know and use various text	back cover, and title page	and title page of a book.
	bold print, subheadings,	features (e.g., headings,	of a book.	-does not name the author
	glossaries, indexes,	tables of contents,	-Name the author and	and illustrator of a text
	electronic menus, icons) to	glossaries, electronic	illustrator of a text and	and define the role of each
	locate key facts or	menus, icons) to locate	define the role of each in	in presenting the ideas or
	information in a text	key facts or information in	presenting the ideas or	information in a text.
	efficiently.	a text.	information in a text.	
	-Identify the main purpose	-Distinguish between		
	of a text, including what	information provided by		
	the author wants to	pictures or other		
	answer, explain, or	illustrations and		

	describe.	information provided by		
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Integration of Knowledge and Ideas	-Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a textDescribe how reasons support specific points the author makes in a text.	the words in a text.  -Use the illustrations and details in a text to describe its key ideas -Identify the reasons an author gives to support points in a textIdentify basic similarities in and differences	-With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	-Does not describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)Does not identify the
	-Compare and contrast the most important points presented by two texts on the same topic.	between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-With prompting and support, identify the reasons an author gives to support points in a textWith prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	reasons an author gives to support points in a textDoes not identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
		WRITING		
Text types and Purposes	-Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or	-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 closureWrite informative/explanatory texts in which they name a	-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).	-Does not use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is

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	section.	topic, supply some facts	-Use a combination of	).
	-Write	about the topic, and	drawing, dictating, and	-Does not use a
	informative/explanatory	provide some sense of	writing to compose	combination of drawing,
	texts in which they	closure	informative/explanatory	dictating, and writing to
	introduce a topic, use facts	-Write narratives in which	texts in which they name	compose
	and definitions to develop	they recount two or more	what they are writing	informative/explanatory
	points, and provide a	appropriately sequenced	about and supply some	texts in which they name
	concluding statement or	events, include some	information about the	what they are writing
	section.	details regarding what	topic.	about and supply some
	-Write narratives in which	happened, use temporal	-Use a combination of	information about the
	they recount a well	words to signal event	drawing, dictating, and	topic.
	elaborated event or short	order, and provide some	writing to narrate a single	-Does not use a
	sequence of events,	sense of closure.	event or several loosely	combination of drawing,
	include details to describe		linked events, tell about	dictating, and writing to
	actions, thoughts, and		the events in the order in	narrate a single event or
	feelings, use temporal		which they occurred, and	several loosely linked
	words to signal event		provide a reaction to what	events, tell about the
	order, and provide a sense		happened.	events in the order in
	of closure.			which they occurred, and
				provide a reaction to what
				happened.
Production and	-With guidance and	-With guidance and	-With guidance and	-Does not respond to
distribution of writing	support from adults and	support from adults, focus	support from adults,	questions and suggestions
	peers, focus on a topic and	on a topic, respond to	respond to questions and	from peers and add details
	strengthen writing as	questions and suggestions	suggestions from peers	to strengthen writing as
	needed by revising and	from peers, and add	and add details to	needed.
	editing.	details to strengthen	strengthen writing as	-Does not explore a variety
	-With guidance and	writing as needed.	needed.	of digital tools to produce
	support from adults, use a	-With guidance and	-With guidance and	and publish writing,
	variety of digital tools to	support from adults, use a	support from adults,	including in collaboration
	produce and publish	variety of digital tools to	explore a variety of digital	with peers.
	writing, including in	produce and publish	tools to produce and	
	collaboration with peers.	writing, including in	publish writing, including	
	,	collaboration with peers.	in collaboration with	
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			naars	
Research to Build and	Dorticipate in chared	Darticipate in chared	peers.	Doos not porticipate in
	-Participate in shared	-Participate in shared	-Participate in shared	-Does not participate in
Present Knowledge	research and writing	research and writing	research and writing	shared research and
	projects (e.g., read a	projects (e.g., explore a	projects (e.g., explore a	writing projects (e.g.,
	number of books on a	number of "how-to" books	number of books by a	explore a number of books
	single topic to produce a	on a given topic and use	favorite author and	by a favorite author and
	report; record science	them to write a sequence	express opinions about	express opinions about
	observations).	of instructions).	them)	them)
	-Recall information from	-With guidance and	-With guidance and	-Does not recall
	experiences or gather	support from adults, recall	support from adults, recall	information from
	information from provided	information from	information from	experiences or gather
	sources to answer a	experiences or gather	experiences or gather	information from provided
	question	information from provided	information from provided	sources to answer a
	•	sources to answer a	sources to answer a	question.
		question.	question.	
		•	•	
		LANGUAGE		
Conventions of Standard	-Demonstrate command	-Demonstrate command	-Demonstrate command	-Does not demonstrate
English	of the conventions of	of the conventions of	of the conventions of	command of the
	standard English	standard English	standard English grammar	conventions of standard
	capitalization,	capitalization,	and usage when writing or	English grammar and
	punctuation, and spelling	punctuation, and spelling	speaking.	usage when writing or
	when writing.	when writing.	- Print many upper- and	speaking.
	-Capitalize holidays,	- Capitalize dates and	lowercase letters.	- Does not print many
	product names, and	names of people. b. Use	- Use frequently occurring	upper- and lowercase
	geographic names.	end punctuation for	nouns and verbs.	letters.
	- Use commas in greetings	sentences.	- Form regular plural	- Does not use frequently
	and closings of letters.	- Use commas in dates	nouns orally by adding /s/	occurring nouns and verbs.
	- Use an apostrophe to	and to separate single	or /es/ (e.g., dog, dogs;	-Does not form regular
	form contractions and	words in a series.	wish, wishes)Understand	plural nouns orally by
	frequently occurring	- Use conventional spelling	and use question words	adding /s/ or /es/ (e.g.,
	possessives.	for words with common	(interrogatives) (e.g., who,	dog, dogs; wish, wishes). –
	-Generalize learned	spelling patterns and for	what, where, when, why,	Does not understand and
	spelling patterns when	frequently occurring	how).	use question words

	writing words to a some	irregular words.	Use the most frequently	(interrogatives) (a.g. who
	writing words (e.g., cage		-Use the most frequently	(interrogatives) (e.g., who,
	→ badge; boy → boil).	-Spell untaught words	occurring prepositions	what, where, when, why,
	- Consult reference	phonetically, drawing on	(e.g., to, from, in, out, on,	how).
	materials, including	phonemic awareness and	off, for, of, by, with).	-Does not use the most
	beginning dictionaries, as	spelling conventions.	- Produce and expand	frequently occurring
	needed to check and		complete sentences in	prepositions (e.g., to,
	correct spellings.		shared language activities.	from, in, out, on, off, for,
			-Demonstrate command	of, by, with).
			of the conventions of	- Does not produce and
			standard English	expand complete
			capitalization,	sentences in shared
			punctuation, and spelling	language activities.
			when writing.	-Does not demonstrate
			- Capitalize the first word	command of the
			in a sentence and the	conventions of standard
			pronoun I.	English capitalization,
			- Recognize and name end	punctuation, and spelling
			punctuation.	when writing.
			-Write a letter or letters	- Does not capitalize the
			for most consonant and	first word in a sentence
			short-vowel sounds	and the pronoun I.
			(phonemes).	- Does not recognize and
			- Spell simple words	name end punctuation.
			phonetically, drawing on	-Does not write a letter or
			knowledge of sound-letter	letters for most consonant
			relationships.	and short-vowel sounds
				(phonemes).
				- Does not spell simple
				words phonetically,
				drawing on knowledge of
				sound-letter relationships.
Vocabulary Acquisition	-Determine or clarify the	-Determine or clarify the	-Determine or clarify the	-Does not determine or
and Use	meaning of unknown and	meaning of unknown and	meaning of unknown and	clarify the meaning of
	multiple-meaning words	multiple-meaning words	multiple-meaning words	unknown and multiple-
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- and phrases based on grade 2 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.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- -Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

- 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).
- -. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- -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). -Identify real-life

- and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- -With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- -Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g.,

- meaning words and phrases based on kindergarten reading and content.
- Does not identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Does not use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- -Does not explore word relationships and nuances in word meanings.
- Does not sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Does not demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Does not identify real-life connections between

	-Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me	connections between words and their use (e.g., note places at home that are cozy).  - 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.  -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)	note places at school that are colorful)Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meaningsUse words and phrases acquired through conversations, reading and being read to, and responding to texts.	words and their use (e.g., note places at school that are colorful).  -Does not distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.  -Does not use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	happy that makes me happy).			
	,	SPEAKING AND LISTENING		
Comprehension and	-Participate in	-Participate in	-Participate in	-Does not participate in
Collaboration	collaborative	collaborative	collaborative	collaborative
	conversations with diverse	conversations with diverse	conversations with diverse	conversations with diverse
	partners about grade 2	partners about grade 1	partners about	partners about
	topics and texts with peers	topics and texts with peers	kindergarten topics and	kindergarten topics and
	and adults in small and	and adults in small and	texts with peers and adults	texts with peers and adults
	larger groups.	larger groups.	in small and larger groups.	in small and larger groups.

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	- Follow agreed-upon rules	- Follow agreed-upon rules	- Follow agreed-upon rules	- Does not follow agreed-
	for discussions (e.g.,	for discussions (e.g.,	for discussions (e.g.,	upon rules for discussions
!	gaining the floor in	listening to others with	listening to others and	(e.g., listening to others
!	respectful ways, listening	care, speaking one at a	taking turns speaking	and taking turns speaking
1	to others with care,	time about the topics and	about the topics and texts	about the topics and texts
1	speaking one at a time	texts under discussion).	under discussion).	under discussion).
!	about the topics and texts	- Build on others' talk in	-Continue a conversation	-Does not continue a
1	under discussion).	conversations by	through multiple	conversation through
!	- Build on others' talk in	responding to the	exchanges.	multiple exchanges.
!	conversations by linking	comments of others	-Confirm understanding of	-Does not confirm
1	their comments to the	through multiple	a text read aloud or	understanding of a text
1	remarks of others.	exchanges.	information presented	read aloud or information
1	- Ask for clarification and	- Ask questions to clear up	orally or through other	presented orally or
!	further explanation as	any confusion about the	media by asking and	through other media by
1	needed about the topics	topics and texts under	answering questions about	asking and answering
1	and texts under	discussion	key details and requesting	questions about key
	discussion.	-Ask and answer questions	clarification if something is	details and requesting
	-Recount or describe key	about key details in a text	not understood.	clarification if something is
!	ideas or details from a text	read aloud or information	-Ask and answer questions	not understood.
!	read aloud or information	presented orally or	in order to seek help, get	-Does not ask and answer
1	presented orally or	through other media.	information, or clarify	questions in order to seek
	through other media.	-Ask and answer questions	something that is not	help, get information, or
!	-Ask and answer questions	about what a speaker says	understood.	clarify something that is
	about what a speaker says	in order to gather		not understood.
	in order to clarify	additional information or		
	comprehension, gather	clarify something that is		
	additional information, or	not understood.		
!	deepen understanding of a			
	topic or issue.			
Presentation of	-Tell a story or recount an	-Describe people, places,	-Describe familiar people,	-Does not describe familiar
Knowledge and Ideas	experience with	things, and events with	places, things, and events	people, places, things, and
	appropriate facts and	relevant details,	and, with prompting and	events and, with
	relevant, descriptive	expressing ideas and	support, provide	prompting and support,
	details, speaking audibly in	feelings clearly.	additional detail.	provide additional detail.

coherent sentences.	-Add drawings or other	-Add drawings or other	-Does not add drawings or
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-Create audio recordings	visual displays to	visual displays to	other visual displays to
of stories or poems; add	descriptions when	descriptions as desired to	descriptions as desired to
drawings or other visual	appropriate to clarify	provide additional detail.	provide additional detail.
displays to stories or	ideas, thoughts, and	-Speak audibly and express	-Does not speak audibly
recounts of experiences	feelings.	thoughts, feelings, and	and express thoughts,
when appropriate to	- Produce complete	ideas clearly.	feelings, and ideas clearly.
clarify ideas, thoughts, and	sentences when		
feelings.	appropriate to task and		
-Produce complete	situation.		
sentences when			
appropriate to task and			
situation in order to			
provide requested detail			
or clarification.			