

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	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -read grade level text with purpose and understanding -read orally with accuracy, appropriate rate, and expression -self-corrects when reading 	<ul style="list-style-type: none"> -reads emergent reader texts with purpose and understanding 	<ul style="list-style-type: none"> -does not read emergent reader texts -does not read with purpose or understanding
Literature: Key Ideas & Details	<ul style="list-style-type: none"> -ask and answer <i>who, what, when, where,</i> and <i>how</i> questions -recount stories, fables, and folktales including the central message, moral, or lesson -describe how characters change in response to major events & challenges 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -ask and answer questions about unknown words in the text -recognize common types of texts -name the author & illustrator & their role 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -use information gained from illustrations and print to demonstrate understanding of 	<ul style="list-style-type: none"> -uses illustrations and details in a story to describe characters, setting, or events 	<ul style="list-style-type: none"> -with prompting and support, describe the relationship between illustrations and story 	<ul style="list-style-type: none"> -does not understand the relationship between the illustrations and the story -does not compare and

	<p>characters, setting, plot</p> <p>-compare and contrast 2 versions of the same story</p>	<p>-compare and contrast characters, adventures, and experiences</p>	<p>-with prompting and support, compare and contrast adventures and experiences of characters</p>	<p>contrast adventures/experiences of characters</p>
Level of Text Complexity	<p>DRA Level 16 – 28</p> <p>140L – 500L</p>	<p>DRA Level 3 – 16</p> <p>Up to 300L</p>	<p>DRA Level 1 - 3</p>	<p>DRA Level below level 1</p>
Informational Text: Key Ideas & Details	<p>-ask and answer <i>who, what, when, where,</i> and <i>how</i> questions</p> <p>-identify the main topic of multi-paragraph text</p> <p>-describe connection between series of historical events, scientific ideas, or steps in technical procedures</p>	<p>-ask and answer questions about key details</p> <p>-identify main topic and retell key details</p> <p>-describe connection between 2 individuals, events, ideas, or pieces of information</p>	<p>-with prompting and support, ask and answer questions about key details</p> <p>-with prompting and support, identify main topic and retell key details</p> <p>-with prompting and support, describe connection between 2 individuals, events, ideas, or pieces of information</p>	<p>-does not ask and answer questions about key details</p> <p>-does not identify main topic and retell key details</p> <p>-does not describe connections in text</p>
Informational Text: Craft & Structure	<p>-Determine the meaning of words and phrases in a text relevant to a subject area.</p> <p>-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>-Identify the main purpose of a text, including what the author wants to answer, explain, or</p>	<p>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>-Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>-Distinguish between information provided by pictures or other illustrations and</p>	<p>-With prompting and support, ask and answer questions about unknown words in a text.</p> <p>-Identify the front cover, back cover, and title page of a book.</p> <p>-Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>-does not ask and answer questions about unknown words in a text.</p> <p>-does not identify the front cover, back cover, and title page of a book.</p> <p>-does not name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>

	describe.	information provided by the words in a text.		
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> -Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. -Describe how reasons support specific points the author makes in a text. -Compare and contrast the most important points presented by two texts on the same topic. 	<ul style="list-style-type: none"> -Use the illustrations and details in a text to describe its key ideas -Identify the reasons an author gives to support points in a text. -Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<ul style="list-style-type: none"> -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). -With prompting and support, identify the reasons an author gives to support points in a text. -With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<ul style="list-style-type: none"> -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 reasons an author gives to support points in a text. -Does 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	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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. -Write informative/explanatory texts in which they name a 	<ul style="list-style-type: none"> -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 . . .). 	<ul style="list-style-type: none"> -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

	<p>section.</p> <p>-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>-Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>topic, supply some facts about the topic, and provide some sense of closure</p> <p>-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.</p>	<p>-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>...).</p> <p>-Does not use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>-Does not use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p>Production and distribution of writing</p>	<p>-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>-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.</p> <p>-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with</p>	<p>-Does not respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>-Does not explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

			peers.	
Research to Build and Present Knowledge	<ul style="list-style-type: none"> -Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). -Recall information from experiences or gather information from provided sources to answer a question 	<ul style="list-style-type: none"> -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). -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> -Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> -Does not participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) -Does not recall information from experiences or gather information from provided sources to answer a question.
		LANGUAGE		
Conventions of Standard English	<ul style="list-style-type: none"> -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Capitalize holidays, product names, and geographic names. - Use commas in greetings and closings of letters. - Use an apostrophe to form contractions and frequently occurring possessives. -Generalize learned spelling patterns when 	<ul style="list-style-type: none"> -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize dates and names of people. b. Use end punctuation for sentences. - Use commas in dates and to separate single words in a series. - Use conventional spelling for words with common spelling patterns and for frequently occurring 	<ul style="list-style-type: none"> -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Print many upper- and lowercase letters. - Use frequently occurring nouns and verbs. - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). -Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 	<ul style="list-style-type: none"> -Does not demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Does not print many upper- and lowercase letters. - Does not use frequently occurring nouns and verbs. -Does not form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). – - Does not understand and use question words

	<p>writing words (e.g., cage → badge; boy → boil).</p> <ul style="list-style-type: none"> - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>irregular words.</p> <ul style="list-style-type: none"> - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). - Produce and expand complete sentences in shared language activities. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize the first word in a sentence and the pronoun I. - Recognize and name end punctuation. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>(interrogatives) (e.g., who, what, where, when, why, how).</p> <ul style="list-style-type: none"> - Does not use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). - Does not produce and expand complete sentences in shared language activities. - Does not demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Does not capitalize the first word in a sentence and the pronoun I. - Does not recognize and name end punctuation. - Does not write a letter or letters for most consonant and short-vowel sounds (phonemes). - Does not spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Vocabulary Acquisition and Use	-Determine or clarify the meaning of unknown and multiple-meaning words	-Determine or clarify the meaning of unknown and multiple-meaning words	-Determine or clarify the meaning of unknown and multiple-meaning words	-Does not determine or clarify the meaning of unknown and multiple-

	<p>and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> - 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. 	<p>and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> - 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 	<p>and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> - 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., 	<p>meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> - 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
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>-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).</p> <p>-Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>-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 happy).</p>	<p>connections between words and their use (e.g., note places at home that are cozy).</p> <p>- 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.</p> <p>-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)</p>	<p>note places at school that are colorful).</p> <p>-Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>-Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>words and their use (e.g., note places at school that are colorful).</p> <p>-Does not distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>-Does not use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
		SPEAKING AND LISTENING		
Comprehension and Collaboration	<p>-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>-Does not participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>

	<ul style="list-style-type: none"> - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion. -Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. -Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 	<ul style="list-style-type: none"> - 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 -Ask and answer questions about key details in a text read aloud or information presented orally or through other media. -Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<ul style="list-style-type: none"> - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). -Continue a conversation through multiple exchanges. -Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. -Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	<ul style="list-style-type: none"> - Does not follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). -Does not continue a conversation through multiple exchanges. -Does not confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. -Does not ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> -Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in 	<ul style="list-style-type: none"> -Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 	<ul style="list-style-type: none"> -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 	<ul style="list-style-type: none"> -Does not describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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