

Report Card Companion Document

Grade 1 ELA

Grade Level Expectation Topic	Benchmark What the report card says	Focus Area within Benchmark Common Core State Standards
Reading: Comprehends Narrative Literature Text	Retells story including key details: characters, settings, and major events	Ask and answer questions about key details in a text.
		Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		Describe characters, settings, and major events in a story, using key details.
	Explains major differences between stories and informational books	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	Uses illustrations to support understanding of text	Use illustrations and details in a story to describe its characters, setting or events.
	Compares and contrasts experiences of characters	Compare and contrast the adventures and experiences of characters in stories.
Reading: Comprehends Informational Text	Identifies main topic and retells key details	Ask and answer questions about key details in a text.
		Identify the main topic and retell key details of a text.
		Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	Knows and uses text features	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
		Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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	Identifies basic similarities and differences between two texts on the same topic	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Reading: Foundational Skills	Reads accurately at grade level	Range of Reading: With prompting and support reads text of appropriate complexity for grade 1.
		Read on-level text with purpose and understanding.
	Reads fluently at grade level	Read with sufficient accuracy and fluency to support comprehension
		Read grade-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
	Applies grade-level phonics skills and word analysis skills	Distinguish long from short vowel sounds in spoken single-syllable words.
		Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
		Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
		Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
		Know the spelling-sound correspondences for common consonant digraphs.
		Decode regularly spelled one-syllable words.
		Know final e and common vowel team conventions for representing long vowel sounds.
		Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
		Decode two-syllable words following basic patterns by breaking the words into syllables.
		Read words with inflectional endings.

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		Recognize and read grade-appropriate irregularly spelled words.
	Uses context to self-correct errors while reading	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing and Language Skills	Comfortably expresses ideas through writing	Range of Writing: Write routinely over extended time frames and shorter time frames for a range of writing genres
	Revisits writing pieces to make improvements	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.
	Uses capital and lowercase letters correctly	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		Capitalize dates and names of people.
	Uses end punctuation correctly	Use end punctuation for sentences.
		Use commas in dates and to separate single words in a series.
	Uses grade-level spelling	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	Uses grade-level grammar	Use common, proper and possessive nouns.
		Use singular and plural nouns with matching verbs in basic sentences (e.g., he hops; We hop).
		Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
		Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
		Use frequently occurring adjectives.
		Use frequently occurring conjunctions (e.g., and, but, or, so, because).

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		Use determiners (e.g., articles, demonstratives).
		Use frequently occurring prepositions (e.g., during, beyond, toward).
		Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	Uses strategies to determine meaning of unknown words	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.
		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).
Writing: Text Types and Purposes	Narrative	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.
	Informative/Explanatory	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	Opinion	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.
	Research to build and present knowledge	Participates 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.
Speaking and Listening	Engages in on-topic conversations with a partner	Follow agreed-upon rules for discussion (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.

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		Ask questions to clear up any confusion about the topics and texts under discussion.
	Contributes relevant information to group discussions	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.
	Presents knowledge and ideas clearly	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
		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. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)