



Report Card Indicators and Evidence Outcome Alignment

Standard One: Oral Expression and Listening

Report Card Indicators:

Uses strategies to develop and expand oral vocabulary

- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.5)
- Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6) *
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)
- Give and follow simple two-step directions.

Participates and listens in group discussions

- Follow agreed-upon rules for discussions (for example: listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a)
- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (CCSS: SL.1.1)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
- Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)

Identifies and uses individual sounds in speech

- Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a) *
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (adapted from CCSS: RF.1.2b) *
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d) *

Standard Two: Reading for All Purposes

Report Card Indicators:

Reads and understands grade level literature

- Ask and answer questions about key details in a text. (CCSS: RL.1.1) *
- Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)
- Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3) *
- Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. *
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
- Explain major differences between books that tell stories and books that give information. (adapted from CCSS: RL.1.5)
- Identify who is telling the story at various points in a text. (CCSS: RL.1.6) *
- Follow and replicate patterns in predictable poems.
- Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
- Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9) *
- With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)
- Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
- Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)

Reads and understands grade level informational text

- Ask and answer questions about key details in a text. (CCSS: RI.1.1) *
- Identify the main topic and retell key details of a text. (CCSS: RI.1.2)
- Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3) *
- Activate schema and background knowledge to construct meaning.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)
- Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS: RI.1.5) *
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)
- Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)
- Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) *
- Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.1.9) *
- With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)
- Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
- Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)

Combines letter sounds to read words

- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a) *
- Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
- Know final-e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c) *
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d)
- Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e)*
- Read words with inflectional endings. (CCSS:RF.1.3f)*
- Read grade-appropriate irregularly spelled words. (adapted from CCSS:RF.1.3g) *
- Use onsets and rimes to create new words (for example: *ip* to make *dip, lip, slip, ship*) *
- Accurately decode unknown words that follow a predictable letter/sound relationship.*

Uses strategies to read words and find their meanings

- Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (CCSS: RF.1.1a)*
- Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a) *
- Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)
- Identify frequently occurring root words (for example: *look*) and their inflectional forms (for example: *looks, looked, looking*).* (CCSS: L.1.4c)
- Identify and understand compound words.*
- Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)
- Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)
- Identify real-life connections between words and their use (for example: note places at home that are cozy). (CCSS: L.1.5c)
- Distinguish shades of meaning among verbs differing in manner (for example: *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (for example: *large, gigantic*) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)
- 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 (for example: *because*). (CCSS: L.1.6)

Standard Three: Writing and Composition

Report Card Indicators:

Uses the writing process to create different types of texts

- Write an opinion supported by reasons, 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. (CCSS:W.1.1)
- Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure. (CCSS:W.1.2)
- Recount real or imagined, sequenced events that include details and a sense of closure. (CCSS:W.1.3)
- 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.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Uses appropriate spelling, conventions, and grammar in writing

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS:L.1.1)
- Print all upper- and lowercase letters. (CCSS:L.1.1a)
- Use common, proper, and possessive nouns. (CCSS:L.1.1b)
- Use singular and plural nouns with matching verbs in basic sentences (for example: *He hops*; *We hop*). (CCSS:L.1.1c)
- Use personal, possessive, and indefinite pronouns (for example: *I, me, my; they, them, their, anyone, everything*). (CCSS:L.1.1d)
- Use verbs to convey a sense of past, present, and future (for example: Yesterday I *walked* home; Today I *walk* home; Tomorrow I *will walk* home). (CCSS:L.1.1e)
- Use frequently occurring adjectives. (CCSS:L.1.1f)
- Use frequently occurring conjunctions (for example: *and, but, or, so, because*). (CCSS:L.1.1g)
- Use determiners (for example: articles, demonstratives). (CCSS:L.1.1h)
- Use frequently occurring prepositions (for example: *during, beyond, toward*). (CCSS:L.1.1i)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS:L.1.1j)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Write complete simple sentences.
- Capitalize dates and names of people. (CCSS:L.1.2a)
- Use end punctuation for sentences. (CCSS:L.1.2b)
- Use commas in dates and to separate single words in a series. (CCSS:L.1.2c)
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS:L.1.2d)
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS:L.1.2e)

Standard Four: Research Inquiry and Design

Report Card Indicators:

Participates in independent and shared research and writing

- Participate in shared research and writing projects. For example: explore a number of “how-to” books on a given topic and use them to write a sequence of instructions. (CCSS: W.1.7)
- Write or dictate questions for inquiry that arise during instruction.
- With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.
- Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information.

Gathers and shares information to answer questions

- Identify a clear and significant purpose for research. (for example: *Is my purpose for researching frogs clear and is it important to understanding more about mammals?*)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)