

1st Grade Reading Reporting Skills

1 Needs Improvement	2 Progressing	3 Meets	4 Exceeds
Reading			
Quarter 1			
I can take turns speaking and listening in a discussion with others with support.	I can take turns speaking and listening in a discussion with others.	I can take turns speaking and listening in a discussion with others while staying on topic.	I can take turns speaking and listening in a discussion with others while staying on topic and building off the ideas of others.
I can decode regularly spelled single-syllable words in context with support.	I can decode regularly spelled single-syllable words in context sometimes.	I can decode regularly spelled single-syllable words in context consistently.	I can decode regularly spelled multi-syllable words in context consistently.
I can read a few expected first grade high frequency words automatically.	I can read some expected first grade high frequency words automatically.	I can read expected first grade high frequency words automatically.	I can read beyond the expected first grade high frequency words automatically.
Quarter 2			
I can make a prediction about a text with support.	I can make a prediction about a text.	I can use evidence from the text to support predictions (I think . . . because . . .).	I can use evidence from the text to support predictions and infer meaning about a text.
I can retell some key details of a text including characters, setting, or major events.	I can retell key details of a text including characters, setting, and major events.	I can identify the main topic and retell key details of a text including character, setting, and major	I can identify the main topic and subtopics of a text and retell key details of a text including

		events.	character, setting, and major events.
I can isolate or pronounce beginning, middle, or ending sounds in single-syllable words.	I can isolate or pronounce beginning, middle, and ending sounds in single-syllable words.	I can isolate and pronounce beginning, middle and ending sounds in single-syllable words.	I can isolate and pronounce all syllables in a multisyllabic words.
Quarter 3			
I can comprehend a text with guidance and support.	I can comprehend a text that is below first grade level.	I can comprehend a text at a first grade level.	I can comprehend a text beyond a first grade level.
I can read a text below grade level with limited fluency.	I can fluently read a text below grade level.	I can fluently read a text at grade level.	I can fluently read a text above grade level.
Quarter 4			
I can orally retell a story.	I can write about a text (the characters, the setting, and the story problem and how it is resolved).	I can write a summary that includes some important details about a text (the characters, the setting, the story problem, and how it is resolved).	I can write summaries that include important details about a text (the characters, the setting, the story problem, and how it is resolved).
I can identify the author's purpose in a fiction or nonfiction text with support.	I can identify the author's purpose in a fiction or nonfiction text.	I can accurately identify the author's purpose in a fiction or nonfiction text.	I can identify the author's message in a fiction or nonfiction text.