## Grade 1 Reading

### Progress Report Indicators

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<th>First Trimester</th>
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<td><strong>Target-Level Text:</strong> DRA2 Level 16 (H–I)</td>
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<tr>
<td><strong>Range of 20–33 for ORF and Comp</strong></td>
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### STANDARD 1—Read and understand a variety of materials.

#### When demonstrating phonological awareness
- Identify and produce rhyming words.
- Identify and produce words that begin with same sounds.
- Clap syllables in word.

#### When reading target-level texts, use a variety of strategies for reading words
- Consistently match 1:1.
- Use beginning sound.
- Blend CVC words.
- Use known high-frequency words.
- Cross-check pictures and words.

#### When demonstrating phonological awareness
- Break and blend words by onset and rime.
- Identify initial and ending sound in one-syllable words.

#### When reading target-level texts, use a variety of strategies for reading words
- Use beginning and ending sounds.
- Break words into onset and rime.
- Use known high-frequency words.
- Use pictures to confirm decoding.

#### When reading target-level texts, demonstrate comprehension
- Read short phrases most of the time and longer phrases some of the time.
- Preview texts and predict from pictures.
- Activate background knowledge.
- Retell narrative texts with beginnings, middles and endings, including characters and important details.
- Retell all-about texts with some key facts and details.
- Retell texts using language and specific vocabulary.
- Make text-to-self and text-to-world connections.
- Follow a sequence of steps in how-to texts.
- Self-monitor and self-correct some of the time.
- Cross-check using meaning, visual, and syntax cues.

#### When reading target-level texts, use a variety of strategies for reading words
- Apply knowledge of letter/sound relationships, including consonant blends and digraphs.
- Break words into onset and rime.
- Use common vowel patterns and analogies.
- Chunk words with more than one syllable.
- Use previous texts and pictures to confirm meaning.

#### When reading target-level texts, demonstrate comprehension
- Read with some expression longer phrases at an appropriate rate (45–75 words per minute).
- Adjust rate of reading to meet reading purpose (e.g., dramatizing poetry or following directions).
- Preview texts with connected ideas and some relevant vocabulary.
- Activate background knowledge.
- Retell narrative texts with beginnings, middles, and ends characters and setting.
- Retell nonfiction with most key ideas or facts and some important details.
- Retell texts using language and specific vocabulary.
- Use nonfiction text features to locate information.
- Make relevant text-to-self, text-to-text, and text-to-world connections.
- Self-monitor and self-correct when important.
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**STANDARD 1 (Continued)—Read and understand a variety of materials.**

- Demonstrate some knowledge of story elements, including character and event.
- Sustain reading for at least 10–15 minutes with books in book bags; write at least one title in a book log daily.
- Demonstrate specific knowledge of text structures, text features, and literary elements of fiction and nonfiction (how-to and all-about texts).
- Read texts from a variety of genres and keep a log of some books read. Sustain reading for at least 15–25 minutes with books in book bags.
- Demonstrate specific knowledge of text structures, text features, and literary elements of fiction, nonfiction, and poetry.
- Read texts from a variety of genres and keep a log of books read. Sustain reading for whole period of independent reading time (20–30 minutes).

**STANDARD 4—Apply thinking skills to reading, writing, speaking, listening, and viewing.**

- During read aloud and shared reading, listen to texts and apply thinking skills.
  - Make predictions.
  - Make connections.
  - Ask questions.
  - Give reactions to books and tell why.
- During read aloud, shared reading, and guided reading, apply thinking skills.
  - Make predictions.
  - Make inferences.
  - Determine importance.
  - Identify favorite part and why.
- During read aloud, shared reading, guided reading, and independent reading, apply deeper thinking skills.
  - Predict and confirm or revise predictions while reading.
  - Make inferences.
  - Determine importance.
  - Compare and contrast books by different authors, books with similar themes, and books about the same subject.

**STANDARD 5—Read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.**

- Use concepts of print (title, front and back covers, pictures, print) to construct meaning.
- Begin to select books from appropriate book tubs for independent reading.
- Use how-to and all-about text features to read nonfiction texts.
- Begin to select appropriate books based on level and reading purpose (fiction and nonfiction) for independent reading.
- Use a variety of resources to locate, sort, and select information (headings, glossaries, captions and diagrams).
- Select appropriate books from a variety of genres based on level and reading purpose for independent reading.
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**STANDARD 6—Read and recognize literature as a record of human experience.**

- Talk about characters and make personal connections to texts.
- Begin to turn and talk appropriately with partner during turn and talk time.

- Read, listen to, and discuss texts related to different cultures (e.g., directions for crafts from different cultures).
- Turn and talk appropriately with partners during turn and talk time and buddy reading.

- Read, listen to, discuss, and compare literature representing different cultures.
- Compare literary elements (characters, setting, problems, solutions) among and within texts.
- Discuss authors’ purposes, especially during author study.

- Turn and talk and participate in small group discussions using accountable talk.
# ELA-S Grade 1 Reading

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## STANDARD 1—Read and understand a variety of materials.

### When demonstrating phonological awareness
- Identify and produce words that begin with same sound.
- Clap syllables in words.
- Identify and produce sounds for syllables cha, che, chi, cho, and chu.

### When reading target-level text, use a variety of strategies for reading words, such as:
- Consistently matching one-to-one.
- Using beginning sounds.
- Using known high-frequency words.
- Cross-checking pictures and words.
- Decoding words by syllables.
- Self-monitoring and self-correcting when necessary to be sure what is read makes sense.

### When reading target-level texts, demonstrate comprehension by:
- Previewing texts and predicting about books from pictures.
- Reading in short phrases most of the time.
- Retelling text with beginning, middle, and ending generally in order.
- Retelling texts using text language and vocabulary.
- Making text-to-self connections.
- Self-monitoring and self-correcting some of the time.

Demonstrate some knowledge of story elements, including characters and events.

Sustain reading for at least 10–15 minutes with books in book bags.

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### When demonstrating phonological awareness
- Identify initial, middle, and ending syllables in a word.
- Identify and produce syllables ca, ce, ci, co, cu, ga, ge, gu, go, and gu.

### When reading target-level text, use a variety of strategies for reading words, such as:
- Using beginning syllables.
- Using known high-frequency words.
- Using pictures to confirm decoding.
- Reading through word focusing on endings.
- Decoding words that begin with vowels.

### When reading target-level texts, demonstrate comprehension by:
- Reading in short phrases most of the time and longer phrases some of the time.
- Previewing texts and predicting about books from pictures.
- Activating background knowledge.
- Retelling narrative text with beginning, middle, and endings, including characters and important details.
- Retelling All-About text with some key facts and details.
- Retelling text using text language and specific vocabulary.
- Making text-to-self and text-to-world connections.
- Following a sequence of steps in how-to texts.

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### When demonstrating phonological awareness
- Identify initial, ending, and medial syllables in words.
- Identify and produce syllables que, qui, gue, and gui.

### When reading target-level text, use a variety of strategies for reading words, such as:
- Use beginning syllables.
- Use known high-frequency words.
- Use pictures to confirm decoding.
- Reads through word focusing on endings.
- Decodes words that begin with vowels.
- Use previous texts and pictures to confirm meaning.

### When reading target-level texts, demonstrate comprehension by:
- Reading with some expression, longer phrases, and appropriate rate (45 to 75 words per minute).
- Adjusting reading rate to meet reading purpose (e.g., dramatizing poetry or following directions).
- Previewing texts with connected ideas and some relevant vocabulary.
- Activating background knowledge.
- Retelling narrative texts with beginning, middle, and endings, characters, and setting.
- Retelling nonfiction with most key ideas or facts and some important details.
- Retelling text using text language and specific vocabulary.
- Using nonfiction text features to locate information.
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## Grade 1 Writing

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<td><strong>STANDARD 2—Write and speak for a variety of purposes and audiences.</strong></td>
<td>Write for a variety of purposes and audiences (e.g., reading journals, real-world writing) and use appropriate organization and style. Published writing meets standard according to classroom-developed rubrics (including the following attributes) and anchor papers.</td>
<td>Generate topics and develop ideas for a variety of writing purposes and audiences (personal stories, nonfiction, reading responses, and poetry). Published writing meets standard according to classroom-developed rubrics (including the following attributes) and anchor papers.</td>
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**Small Moments**

- **Content/Ideas**
  - Real stories from students' lives.

- **Organization**
  - Beginnings, middles, and endings.
  - Interesting ending.

- **Style**
  - Some writers’ techniques for narrative, such as
    - Matching illustrations and words.
    - Focusing ideas on small moment.
    - Having interesting ending.

**How-To Text**

- **Content/Ideas**
  - How to make or do something.

- **Organization**
  - Complete list of materials.
  - Sequence of steps with numbers or transition words.
  - Introductions and closures to engage readers (optional).
  - Focused.

- **Style and Fluency**
  - Steps clear enough to follow.
  - Pictures to support steps.

**All-About Text**

- **Content/Ideas**
  - Report on something student knows about; may relate to social studies or science.

- **Organization**
  - Nonfiction text features (e.g., tables of contents, chapters, labeled diagrams, pictures, captions).
  - Focused.

- **Style and Fluency**
  - Specific information and powerful words.
  - Descriptive details.

**Poetry**

- **Content/Ideas**
  - Write about things in fresh way.

- **Organization**
  - Use line breaks and page arrangement to organize and support messages.
  - Use pictures to highlight poems’ messages or moods (optional).
  - Stay focused.

- **Style and Fluency**
  - Use unusual language and interesting comparisons (metaphors, similes, other figurative language).
  - Use poetic techniques (e.g., sensory details, repetition, pattern).

**Author Study**

- **Content/Ideas**
  - Narrative (fiction or personal).

- **Organization**
  - Write in chronological order, with beginnings, middles and endings.
  - Use appropriate transitional words.
  - Match illustrations and words.
  - Stay focused.
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| **STANDARD 2 (Continued) — Write and speak for a variety of purposes and audiences.** | Begin simple revising and editing of writing for publishing. | Edit and revise to clarify information and add information for publishing. | Style and Fluency.  
- Use techniques learned from studying mentor author (e.g., Mem Fox, Olivia Dumas-Lachtman). This will vary depending on the author (e.g., language, illustrations, writing topics, bold print, ellipses, sequels). |
| | Write responses to reading that include  
- Pictures.  
- Titles.  
- Sentence stems (e.g., “I liked the part where _____ because ______.”). | Write responses to reading that include  
- Pictures.  
- Titles.  
- A sentence or more about the text; for nonfiction, write what has been learned from texts. | Use strategies and skills to draft, revise, edit, and publish written work to share with others.  
Write literature responses that include  
- Pictures (optional).  
- Author and title.  
- Short text summaries  
- Text-to-self, text-to-world, or text-to-text connection with evidence from text and/or an opinion with evidence from text. |
| **STANDARD 3 — Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.** | Use strategies for stretching and writing sounds for words. | Represent many sounds in words with correct letters |
| | Correctly spell a few high-frequency words. | Correctly spell some high-frequency words. | Use phonics rules, word families, and word meanings to spell words, and represent most sounds in words with correct letters. |
| | Leave spaces between words most of the time. | Begin sentences with capital letters and end them with periods most of the time. | Correctly spell many high-frequency words. |
| | Use alphabet charts, word walls, and other resources. | Use alphabet charts, word walls, and other resources. | Begin sentences with capital letters and punctuate correctly at the end of sentences (e.g., periods, question marks, exclamation points). |
| |  |  | Use a variety of resources for spelling and editing work, including word walls and charts. |