

English Language Arts Grade 1 Comprehend and Respond				
Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR1.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., All About Me) community (e.g., Friends and Family) social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.	I rarely respond to texts that relate to identity, community, or social responsibility.	I sometimes respond to texts that relate to identity, community, or social responsibility.	I respond to a variety of texts related to identity, community, or social responsibility.	I respond and explain with examples how a text I view listen to and read relates to the theme of identity, community, or social responsibility.
	I rarely connect situations portrayed in text to personal experiences or prior learning.	I sometimes connect situations portrayed in text to personal experiences or prior learning.	I connect situations portrayed in text to personal experiences and prior learning.	I connect and compare situations portrayed in text to personal experiences and prior learning.
	I rarely identify similarities or differences between what is known, and what is presented in texts.	I sometimes identify similarities or differences between what is known, and what is presented in texts.	I identify similarities and differences between what is known, and what is presented in texts.	I identify, compare and explain similarities and differences between what is known and what is presented in texts.
Comments				

English Language Arts Grade 1 Comprehend and Respond				
Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).	I identify parts of the message of some visual texts.	I identify the basic message of some visual texts.	I identify the basic message and locate key details in a variety of texts.	I identify and compare the important messages in several visual texts.
	I recognize some feelings in text.	I recognize feelings in visual text.	I recognize and explain feelings in visual text.	I recognize, explain and make inferences about feelings in visual text.
	I am unable to recognize the message of the following visual features in text: pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations.	I recognize the message in the several of the following visual features in text: pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations.	I recognize the message in the following visual features in text: pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations.	I recognize and explain the message in the following visual features in text: pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations.
	I rarely use effective viewing strategies (e.g. making connections, asking questions, predicting, drawing inferences, and looking for details).	I use some effective viewing strategies (e.g. making connections, asking questions, predicting, drawing inferences, and looking for details).	I select and use viewing strategies (e.g. making connections, asking questions, predicting, drawing inferences, and looking for details).	I select, use and explain active viewing strategies and set goals for viewing .
	I rarely identify the type of text I view.	I sometimes identify the type of text I view.	I identify the type of text I view (fiction, nonfiction) and the key elements in visual form .	I identify the type of text I view (fiction, nonfiction) and key elements in visual form, and explain my reasoning .
	Comments			

English Language Arts Grade 1 Comprehend and Respond				
Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR1.3 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).	I listen and retell a few details in a text.	I listen and retell , in order, some key points (who, what, when, where) of a text.	I listen and retell , in order, the key points (who, what, when, where, how and why) of a text.	I listen, retell and elaborate on the key ideas (who, what, when, where, how and why) of a text.
	I follow one step oral directions correctly .	I follow 2 and 3 step instructions .	I follow directions with 4-6 simple steps .	I follow directions with 6 or more steps .
	I rarely use before, during OR after strategies for listening.	I sometimes use before, during, OR after strategies for listening.	I select AND use before, during, AND after strategies for listening.	I select AND explain before, during, AND after strategies for listening.
Comments				

English Language Arts Grade 1 Comprehend and Respond				
Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR1.4 Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions.	I read and retell some ideas in a simple story OR informational text.	I read and retell most key points (who, what, where, when, how and why) in stories AND informational text in sequence.	I read and retell the key points in stories AND informational text (who, what, where, when, how and why) in sequence.	I read and retell, with extensive detail , the events and ideas of a story AND of an informational text in sequence.
	I rarely follow 1 – 3 step written instructions.	I sometimes follow 1 – 3 step written instructions.	I follow 1 – 3 step written instructions.	I follow 4 or more steps of written instruction.
	I identify some characters in a text.	I identify the characters in a text, and some of their feelings.	I identify the characters in a text AND explain their feelings.	I identify the characters in a text AND explain their feelings with support from the text .
	I rarely identify the problem and solution in a text.	I sometimes identify the problem and solution in a text.	I describe the problem and solution in a text.	I explain the problem and solution in a text with references to the text.
	I rarely read with fluency and expression.	I sometimes read with fluency and expression.	I read with fluency and expression.	I read smoothly and adjust fluency and expression to add interest .
	I rarely use comprehension strategies (e.g. activate prior knowledge, making connections, visualizing, predicting, questioning).	I use some comprehension strategies (e.g. activate prior knowledge, making connections, visualizing, predicting, questioning) before, during, AND after my reading, facilitated by my teacher.	I select AND use comprehension strategies (e.g. activate prior knowledge, making connections, visualizing, predicting, questioning) before, during, AND after my reading, facilitated by my teacher.	I select AND explain comprehension strategies (e.g. activate prior knowledge, making connections, visualizing, predicting, questioning) before, during, AND after my reading, consistently on my own .

English Language Arts Grade 1 Comprehend and Respond				
Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR 1.4 continued...	I recognize a basic sentence, and I know that a period means the end of a sentence.	I know sentences start with a capital and end with punctuation.	I recognize statement and question sentences , and I know how punctuation communicates meaning.	I recognize a variety of sentence types , and I understand a variety of ways punctuation communicates meaning.
	I understand a few commonly used words in print.	I understand most commonly used words in print.	I understand word families, new concept words, and most commonly used words in print.	I have extensive sight word vocabulary , and apply topic-related vocabulary to new situations
	I recognize some letter names and sounds, and I rely on using initial sounds to decode words.	I know most letter names and letter sounds of the alphabet, and I am working towards applying them to decode words.	I know all of the sounds and letters and apply them in decoding.	I am able to decode challenging words from above grade level text.
Comments				