



# SJPS 1st Grade ELA Report Card Scales

## Foundational Reading Skills: Print Concepts

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| <p><b>State Standard:</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).<br/> <b>RF.1.1.A</b><br/> <b>Report Card Standard Language:</b> Recognizes features of a sentence such as the first word and end of sentence.</p> |  |
| 4.0   | In addition to the 3.0 score, I can apply these skills to my writing.  |
| 3.0   |  <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognize the first word in a sentence has a capital letter</li> <li><b>AND</b> recognize the end of a sentence has ending punctuation</li> <li><b>AND</b> recognize that words are separated by spaces in sentences</li> </ul> |
| 2.0   | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognize the first word in an independent sentence is capitalized</li> <li><b>OR</b> recognize the end of an independent sentence has ending punctuation</li> <li><b>OR</b> recognize that words are separated by spaces in an independent sentence</li> </ul>   |
| 1.0   | <ul style="list-style-type: none"> <li>With help and reteaching, I have partial success at the 2.0 level</li> </ul>  |

## Reading Foundations: Phonological Awareness

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| <p><b>State Standard:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br/> <b>RF.1.2</b><br/> <b>Report Card Standard Language:</b> Understands spoken words, syllables, and sounds.</p> |  |
| 4.0   | In addition to the 3.0 score, I can apply these skills to my writing.  |
| 3.0   |  <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Blend words together and take words apart</li> <li><b>AND</b> listen to a word or look at a picture and determine if the word has a long or short vowel</li> <li><b>AND</b> say single syllable words with blends at the beginning or end including CVC and consonant blends</li> <li><b>AND</b> isolate initial, medial, and final sounds in a spoken one-syllable word</li> </ul> |
| 2.0   | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Have partial success at the 3.0 level - is able to do 2 of the 4 skills</li> </ul>  |
| 1.0   | <ul style="list-style-type: none"> <li>With help and reteaching, I have partial success at the 2.0 level</li> </ul>  |

## Reading Foundations: Phonics and Word Recognition

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| <p><b>State Standard:</b> Know and apply grade-level phonics and word analysis skills in decoding words.<br/> <b>RF.1.3</b><br/> <b>Report Card Standard Language:</b> Decodes words by applying phonics and word analysis strategies.</p> |   |
| <b>4.0</b>   | <b>In addition to the 3.0 score, I can make connections, inferences, and applications that go beyond what was taught or read.</b>   |
| <b>3.0</b>   | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Read these sounds: sh, th, wh, kn, ch, wr, ph, ck</li> <li>● <b>AND</b> sound out CVC words, words with blends and digraphs and words with silent 'e.'</li> <li>● <b>AND</b> read silent 'e,' -ai, -ay, -ee, -ea, -ie, -igh, -y, -oa, -oe, -ow, -ue, -ew, -oo</li> <li>● <b>AND</b> apply word chunk strategy to multisyllabic words.</li> <li>● <b>AND</b> find endings to help decode the word (s, es, ed, ing, est, er, ly, ful)</li> <li>● <b>AND</b> knows sight words</li> </ul> |
| <b>2.0</b>   | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● show partial independent success at the 3.0 level</li> </ul>   |
| <b>1.0</b>   | <ul style="list-style-type: none"> <li>● With help and reteaching, I have partial success at the 2.0 level</li> </ul>   |

## Reading: Integration of Knowledge and Ideas

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| <p><b>State Standard:</b> <b>1.</b> Identify the main topic and retell key details of a text (non-fiction). <b>2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson (fiction). <b>3.</b> Use illustrations and details in a story to describe its characters, setting, or events (fiction). <b>4.</b> Use the illustrations and details in a text to describe its key details (non-fiction).<br/> <b>R.L.1.2, R.I.1.2, R.L.1.7 and R.I.1.7</b><br/> <b>Report Card Standard Language:</b> Retells fictional and non-fiction texts; identifies the central message and describes topics in text using text features.</p> |  |
| <b>4.0</b>  | <b>In addition to the 3.0 score, the student can apply these skills to more complex text.</b>  |
| <b>3.0</b>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Retell the setting, characters, events, and key details of fiction text</li> <li>● <b>AND</b> identify the central message of fiction text</li> <li>● <b>AND</b> retell text by describing the topic using details from the non-fiction text</li> <li>● <b>AND</b> take information from all text features to make meaning of the text</li> </ul> |
| <b>2.0</b>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Retell the setting, characters, events, and key details of fiction text</li> <li>● <b>OR</b> identify the central message of fiction text</li> <li>● <b>OR</b> retell text by describing the topic using details from the non-fiction text</li> <li>● <b>OR</b> take information from all text features to make meaning of the text</li> </ul>    |
| <b>1.0</b>  | <ul style="list-style-type: none"> <li>● With help and reteaching, I have partial success at the 2.0 level</li> </ul>  |

### Writing: Text Types and Purposes

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| <p><b>State Standard:</b> Writes clearly to communicate effectively when writing across genres (Narrative, Opinion, Informational).</p> <p><b>W.1.1-3</b></p> <p><b>Report Card Standard Language:</b> Writes clearly to communicate effectively with a beginning, middle, and end to the piece.</p> |   |
| 4.0  | <b>In addition to the 3.0 score, I can strengthen my writing by editing and revising independently.</b>   |
| 3.0  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Craft a beginning in their writing piece</li> <li>● <b>AND</b> develops a middle with details, facts or events in sequence</li> <li>● <b>AND</b> writes an ending to wrap it up</li> </ul> |
| 2.0  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Have partial success at the 3.0 level - is able to do 2 of the 3 skills</li> </ul>   |
| 1.0  | <ul style="list-style-type: none"> <li>● With help and reteaching, I have partial success at the 2.0 level</li> </ul>   |

### Speaking and Listening: Comprehension and Collaboration

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| <p><b>State Standard:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.3</b></p> <p><b>Report Card Standard Language:</b> Asks and answers questions to find out more or clarify information about something seen or heard</p> |  |
| 4.0  | <b>A score of 4.0 is not attainable for this standard.</b>   |
| 3.0  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Answer questions to help others clarify or find out more about something heard or seen</li> <li>● <b>AND</b> ask questions to clarify or find out more about something heard or seen</li> </ul> |
| 2.0  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Answer questions to help others clarify or find out more about something heard or seen</li> <li>● <b>OR</b> ask questions to clarify or find out more about something heard or seen</li> </ul>  |
| 1.0  | <ul style="list-style-type: none"> <li>● With help and reteaching, I have partial success at the 2.0 level</li> </ul>  |

### Language: Vocabulary Acquisition and Use

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| <p><b>State Standard:</b> 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.</p> <p><b>L.1.4</b></p> <p><b>Report Card Standard Language:</b> Uses strategies to determine the meaning of unknown words or phrases.</p> |   |
| 4.0  | <b>In addition to the 3.0 score, I can explain the strategy used to determine the meaning of a new word.</b>  |
| 3.0  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Use context clues to determine meaning of new words</li> <li>● <b>AND</b> use word parts to determine word meanings</li> </ul> |
| 2.0  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Use context clues to determine meaning of new words</li> <li>● <b>OR</b> use word parts to determine word meanings</li> </ul>  |
| 1.0  | <ul style="list-style-type: none"> <li>● With help and reteaching, I have partial success at the 2.0 level</li> </ul>   |

