

## 1st Grade Report Card

| Reading Foundations  | MP1 | MP2 | MP3 | MP4 |
|--|-----|-----|-----|-----|
| <b>1.RF.3.a-e</b> Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words (decodable and irregularly spelled words).  |     |     |     |     |
| <b>1.RF.3.f</b> Recognize and read grade appropriate irregularly spelled words.  |     |     |     |     |
| <b>1.RF.4</b> Read with sufficient accuracy and fluency to support comprehension   |     |     |     |     |
| Writing Foundations  | MP1 | MP2 | MP3 | MP4 |
| <b>1.WF.1</b> Demonstrate and apply handwriting skills.  |     |     |     |     |
| <b>1.WF.3</b> Know and apply phonics and word analysis skills when encoding words.   |     |     |     |     |
| Reading Comprehension  | MP1 | MP2 | MP3 | MP4 |
| <b>1.RI &amp; RL.1</b> Ask and answer questions such as who, what, where, why, when, and how about key details in a text.  |     |     |     |     |
| <b>1.RL.2</b> Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson  |     |     |     |     |
| <b>1.RI.2</b> Identify the main topic and retell key details of a text.  |     |     |     |     |
| <b>1.RL.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.   |     |     |     |     |
| Writing Genres   | MP1 | MP2 | MP3 | MP4 |
| <b>1.W.1</b> Write opinion pieces 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.                         |     |     |     |     |
| <b>1.W.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |     |     |     |     |
| <b>1.W.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |     |     |     |     |
| Language Conventions   | MP1 | MP2 | MP3 | MP4 |
| <b>1.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  |     |     |     |     |
| <b>1.L.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  |     |     |     |     |

**KEY**   - Mastery Expected

## Reading Foundations

**1.RF.3** Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.

- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Recognize and apply all six syllable types when decoding grade level texts.
- Read words with inflectional endings.

|                                  | Quarter 1  | Quarter 2  | Quarter 3  | Quarter 4  |
|----------------------------------|--|--|--|--|
| <b>4</b><br>Highly Proficient    | Independently decodes words with bonus letters (ll, ff, ss, zz), glued sounds, and suffix -s accurately and automatically. | Independently decodes words with consonant blends, digraph blends, suffixes -ed and -ing as well as 5 sound words accurately and automatically | Independently decodes words with VCe, long vowel sounds, suffix -es, and multisyllabic words accurately and automatically.                         | Independently read words with VCe, long vowel teams, suffix -es, and multisyllabic words accurately and automatically.   |
| <b>3</b><br>Proficient           | Independently and accurately decodes <b>CVC words and words with digraphs</b> accurately.                                  | Independently decodes words with <b>bonus letters (ll, ff, ss, zz), glued sounds, and suffix -s</b> accurately.                                | Independently decodes words with <b>consonant blends, digraph blends, suffixes -ed and -ing as well as 5 sound</b> words accurately.               | Independently decodes words with <b>VCe, long vowel teams, suffix -es, and multisyllabic words</b> accurately.           |
| <b>2</b><br>Partially Proficient | With guidance and support, accurately decode CVC words and words with digraphs.  | With guidance and support, accurately decodes words with bonus letters (ff, ll, ss, zz), glued sounds and suffix -s.                           | With guidance and support, accurately decodes words with consonant blends, digraph blends, suffixes -ed and -ing as well as words with 5 sounds.   | With guidance and support, it accurately decodes words with VCe, long vowel sounds, suffix -es, and multisyllabic words. |
| <b>1</b><br>Minimally Proficient | Inaccurately decodes CVC words and words with digraphs.  | Inaccurately decodes words with bonus letters (ff, ll, ss, zz), glued sounds and suffix -s with guidance and support.                          | Inaccurately decodes words with consonant blends, digraph blends, suffixes -ed and -ing as well as words with 5 sounds, with guidance and support. | Inaccurately decodes words with VCe, long vowel sounds, suffix -es, and multisyllabic words, with guidance and support.  |

**Assessment:** Use anecdotal records with Foundations instruction and resources. Listen to students as they decodable text that reinforce phonics features taught in Foundations.

| Reading Foundations  |   |   |  |  |
|--|---|---|--|--|
| <b>1.RF.3.f</b> Recognize and read grade appropriate irregularly spelled words.  |   |   |  |  |
|  | Quarter 1   | Quarter 2   | Quarter 3  | Quarter 4  |
| <b>4</b><br>Highly Proficient  | Reads 76-100 grade appropriate high-frequency words.                                    | Reads 101-125 grade appropriate high frequency words.                         | Reads 150+ grade appropriate high frequency words.                                       | Reads 151+ high frequency words by sight   |
| <b>3</b><br>Proficient   | Reads <b>50-75</b> grade-appropriate high frequency words.                              | Reads <b>75-100</b> grade appropriate high frequency words.                   | Reads <b>100-125</b> grade- appropriate high frequency words.                            | Reads <b>125-150</b> grade- appropriate high frequency words.                              |
| <b>2</b><br>Partially Proficient   | Making some progress reading 50 grade appropriate high frequency words. Reads 30-50 HFW | Making some progress reading 75 grade-appropriate words. Reads 50-74 HFW      | Making some progress reading 100 grade appropriate high frequency words. Reads 75-99 HFW | Making some progress reading 150 grade appropriate high frequency words. Reads 100-149 HFW |
| <b>1</b><br>Minimally Proficient   | Limited progress reading 50 grade appropriate high frequency words. Reads 0-29 HFW      | Limited progress reading 60 grade appropriate high frequency words. 0- 49 HFW | Limited progress reading 80 grade appropriate high frequency words. Reads 0-74 HFW       | Limited progress reading 100 + grade-appropriate high frequency words. Reads 0-99 HFW      |
| <b>Assessment:</b> Foundations and Amphitheater's High Frequency Word List Assessment<br>See 1.RF.3.f HFW Assessments (150 Word and Bonus Words Assessments) in Report Card SharePoint file. |   |   |  |  |

| Reading Text Fluency   |   |  |  |  |
|--|---|--|--|--|
| <b>1.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.  |   |  |  |  |
|  | Quarter 1   | Quarter 2  | Quarter 3  | Quarter 4  |
| <b>4</b><br>Highly Proficient  | Independent<br><b>DRA 10</b><br>HMH Benchmark F   | Independent<br><b>DRA 14</b><br>HMH Benchmark I  | Independent<br>DRA 18<br>HMH Benchmark J   | Independent<br>DRA 20+<br>HMH Benchmark K  |
| <b>3</b><br>Proficient   | Reads Q1 decodable passage with 90-100% accuracy and identifies 2 or more details indicating understanding. | Reads Q2 decodable passage with 94-100% accuracy and identifies at least 2 details indicating understanding. | Independent<br><b>DRA 14</b><br>HMH H  | Independent<br><b>DRA 18</b><br>HMH J  |
| <b>2</b><br>Partially Proficient   | Reads Q1 decodable passage with 75-89% accuracy.  | Reads Q2 decodable passage with 75-93% accuracy.   | Reads Q2 decodable passage with 94-100% accuracy and identifies at least 2 details indicating understanding. | Independent<br><b>DRA 14</b><br>HMH H  |
| <b>1</b><br>Minimally Proficient   | Reads decodable passage with 74% or less accuracy.  | Reads decodable passage with 74% or less accuracy.   | Reads Q2 decodable passage with 75-93% accuracy.   | Reads Q2 decodable passage with 94-100% accuracy and identifies at least 2 details indicating understanding. |
| <b>Assessment:</b> See 1.RF.4 Use Decodable Fluency Text Assessment Packet located in SharePoint Report card File. Once students can read the Q2 decodable passage with 94-100% accuracy, assessment in DRA or HMH Benchmarks can begin. |   |  |  |  |

## Writing Foundations- Handwriting

### 1.WF.1 Demonstrate and apply handwriting skills.

|   | Quarter 1   | Quarter 2  | Quarter 3   | Quarter 4   |
|---|---|--|---|---|
| 4 | <p>Correct letter formation of upper and lowercase letters a-z and correct spacing between words consistently.</p> <p>Writing is fluent and all letters begin at the correct place/line on the page.</p>                    | <p>Correct letter formation of upper and lowercase letters a-z and correct spacing between words consistently.</p> <p>Writing is fluent and all letters begin at the correct place/line on the page.</p>           | <p>Correct letter formation of upper and lowercase letters a-z and correct spacing between words consistently.</p> <p>Writing is fluent and all letters begin at the correct place/line on the page.</p> <p>Words consist of lower case letters (no upper case letters in the middle of a word).</p> <p>Sentence writing is fluent and there are spaces between words in sentences.</p> | <p>Correct letter formation of upper and lowercase letters a-z and correct spacing between words consistently.</p> <p>Writing is fluent and all letters begin at the correct place/line on the page.</p> <p>Words consist of lower case letters (no upper case letters in the middle of a word).</p> <p>Sentence writing is fluent and there are spaces between words in sentences.</p> |
| 3 | <p>Correct letter formation of <b>upper and lowercase letters a-z</b> and <b>correct spacing between words</b>, most of the time.</p> <p>Writing is laborious, but letters begin at the correct place/line on the page.</p> | <p>Correct letter formation of <b>upper and lowercase letters a-z</b> and <b>correct spacing between words</b>, most of the time.</p> <p>Letter formation is becoming more automatic and fluent with practice.</p> | <p>Correct letter formation of <b>upper and lowercase letters a-z</b> and <b>correct spacing between words</b>, most of the time.</p> <p>Letter formation is more automatic, accurate and fluent.</p> <p>With reminders, words consist of lower case letters.</p>   | <p>Correct letter formation of <b>upper and lowercase letters a-z</b>.</p> <p>During dictations, letter formation is automatic, accurate and fluent.</p> <p>Words consist of lower cases letters (no upper case letters written in the middle of words).</p> <p>Sentence writing is fluent and there are clear spaces between words in sentences.</p>                                   |
| 2 | <p>Correct letter formation of upper and lowercase letters a-z and correct spacing between words, with guidance and support.</p>  | <p>Correct letter formation of upper and lowercase letters a-z and correct spacing between words, with guidance and support.</p>   | <p>Correct letter formation of upper and lowercase letters a-z and correct spacing between words, with guidance and support.</p>  | <p>Correct letter formation of upper and lowercase letters a-z and correct spacing between words, with guidance and support.</p>  |
| 1 | <p>Makes frequent errors in letter formation of upper and lowercase letters a-z and correct spacing between words, with guidance and support.</p>   | <p>Makes frequent errors in letter formation of upper and lowercase letters a-z and correct spacing between words, with guidance and support.</p>  | <p>Makes frequent errors in letter formation of upper and lowercase letters a-z and correct spacing between words, with guidance and support.</p>   | <p>Makes frequent errors in letter formation of upper and lowercase letters a-z and correct spacing between words, with guidance and support.</p>   |

Explicitly taught in Foundations Unit 1. Mastery of letter formation is expected at the end of Foundations then the focus becomes letter writing fluency and spacing between words.

**Assessment:** Correct letter formation is based on the Foundation's explicit letter formation instruction. Review students' writing as students work in class.

## Writing Foundations - Encoding

### 1.WF.3

Know and apply phonics and word analysis skills when encoding words.

- Spell common, regular, single-syllable words.
- With prompting and support, spell on-level words with inflectional endings:
- With prompting and support, spell on-level two-syllable words (end with ly, i.e smelly, gladly, compound and 2 closed syllables)
- Spell grade-level appropriate words in English as found, including irregular and pattern based words.
- Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.

|                                  | Quarter 1  | Quarter 2  | Quarter 3  | Quarter 4   |
|----------------------------------|--|--|--|---|
| <b>4</b><br>Highly Proficient    | Proficient in writing cvc words containing digraphs, blends, bonus letters, glued sounds, and suffix 's' with accuracy and automaticity.     | Proficient in writing words with consonant blends, digraph blends, words with up to 5 sounds, and words with, suffixes -ed and -ing. with accuracy and automaticity. | Proficient in writing VCe words, words with long vowel sounds and compound words with accuracy and automaticity.                           | Proficient in writing long vowel sounds, compound words and multisyllabic words with accuracy and automaticity. |
| <b>3</b><br>Proficient           | Proficient in writing letters to corresponding sounds for <b>consonants and vowels as well as, digraphs and CVC words.</b>                   | Proficient in writing words with <b>blends, bonus letters, glued sounds, and suffix 's'.</b>   | Proficient in writing words with <b>consonant blends, digraph blends, words with up to 5 sounds, and words with suffixes -ed and -ing.</b> | Proficient in writing <b>VCe words, words with long vowel sounds and compound words.</b>                        |
| <b>2</b><br>Partially Proficient | With support, student can write correct letters to corresponding sounds for consonants and vowels as well as blends, digraphs and CVC words. | With support, student can write words with blends, bonus letters, glued sounds, and suffix 's'.  | With support, student can write words with consonant blends, digraphs words with up to 5 sounds, and words with, suffixes -ed and -ing.    | With support, student can write VCe words, words with long vowel sounds and compound words.                     |
| <b>1</b><br>Minimally Proficient | Student inaccurately spells CVC words, CVC words with blends and digraphs.   | Student inaccurately spells words with blends, bonus letters, glued sounds and suffix 's'  | Student inaccurately spells words, consonant blends, digraph words and words up to 5 sounds. As well as words with suffixes, -ed and -ing. | Student inaccurately spells VCe words, words with long vowels and compound words.                               |

**Assessment:** Foundations unit tests (80% accuracy) and Foundations workbook and student writing.

## Reading Comprehension

**1.RI & RL.1** Ask and answer questions such as who, what, where, why, when, and how about key details in a text.

|                                  | Quarter 1  | Quarter 2  | Quarter 3  | Quarter 4  |
|----------------------------------|--|--|--|--|
| <b>4</b><br>Highly Proficient    | With adult support, student asks and answers questions such as who, what, where, why, when, and how about <b>most</b> key details in a text. | Student regularly asks and answers questions correctly such as who, what, where, why, when, and how about most key details in a text.                    | Student consistently asks and answers questions correctly such as who, what, where, why, when, and how about key details in a text.                      | Student refers to key details and examples in a text and draws inferences when asking and answering questions about the text.                            |
| <b>3</b><br>Proficient           | <b>With adult modeling</b> , student asks and answers questions about <b>some</b> key details in a text.                                     | <b>With some adult prompting</b> , student asks and answers questions with who, what, where, why, when, and how about <b>most</b> key details in a text. | Student asks and answers <b>some</b> questions correctly such as who, what, where, why, when, and how about <b>most</b> key details in a text.           | Student <b>consistently</b> asks and answers questions correctly such as who, what, where, why, when, and how about key details in a text.               |
| <b>2</b><br>Partially Proficient | With adult support, student asks and answers limited questions about a text.   | <b>With adult modeling</b> , student asks and answers questions about <b>some</b> key details in a text.   | <b>With some adult prompting</b> , student asks and answers questions with who, what, where, why, when, and how about <b>most</b> key details in a text. | Student asks and answers <b>some</b> questions correctly such as who, what, where, why, when, and how about <b>most</b> key details in a text.           |
| <b>1</b><br>Minimally Proficient | With adult support, student can not ask or answer questions about a text.  | With adult support, student asks and answers limited questions about a text.   | <b>With adult modeling</b> , student asks and answers questions about <b>some</b> key details in a text.   | <b>With some adult prompting</b> , student asks and answers questions with who, what, where, why, when, and how about <b>most</b> key details in a text. |



**Assessment:** Whole group and targeted instruction anecdotal records, myBook activities and assessments.

## Reading Comprehension

**1.RL.2** Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.

|                                  | Quarter 1   | Quarter 2   | Quarter 3   | Quarter 4  |
|----------------------------------|---|---|---|--|
| <b>4</b><br>Highly Proficient    | Student retell includes key details, and demonstrates understanding of the central message or lesson <b>independently</b> . | Student retell includes key details, and demonstrates understanding of the central message or lesson <b>independently</b> . | Student retell includes key details, and demonstrates understanding of the main idea, central message, or lesson <b>independently</b> . | Student retell includes key details and <b>explains</b> the main idea, central message, lesson, or <b>moral</b> independently.                 |
| <b>3</b><br>Proficient           | Student retell includes <b>some</b> key details and main idea with adult <b>modeling and support</b> .                      | Student retell includes some key details <b>and</b> understanding of the main idea of a text with <b>adult prompting</b> .  | Student retell includes key details, and demonstrates <b>some</b> understanding of the central message or lesson <b>independently</b> . | Student retell includes key details, and <b>demonstrates understanding</b> of the main idea, central message, or lesson <b>independently</b> . |
| <b>2</b><br>Partially Proficient | Student retell includes some details in the text with adult modeling.   | Student retell includes some key details and main idea with adult modeling and support.                                     | Student retell includes some key details and understanding of the main idea of a text with adult prompting.                             | Student retell includes key details, and demonstrates some understanding of the central message or lesson independently.                       |
| <b>1</b><br>Minimally Proficient | Student is unable to retell details from a story with adult prompting.  | Student is able to retell but may not and/or miss the main idea of a text with adult prompting.                             | Student retell includes some key details and main idea with adult modeling and support.   | Student retell includes some key details and understanding of the main idea of a text with adult prompting.                                    |

**Assessment:** Whole group and targeted instruction anecdotal records, myBook activities and assessments and DRA.

## Reading Comprehension

**1.RI.2** Identify the main topic and retell key details of a text.

|                                  | Quarter 1   | Quarter 2  | Quarter 3   | Quarter 4  |
|----------------------------------|---|--|---|--|
| <b>4</b><br>Highly Proficient    | Student is able to identify the main topic of a text and retell with details independently.                                 | Student is able to identify the main topic of a text and retell <b>most key</b> details of the text independently. | Student is able to identify the main topic of a text and retell key details of a text independently.                          | Student is able to identify the main topic of a multi-paragraph text and retells key details from a specific paragraph.      |
| <b>3</b><br>Proficient           | Student is able to identify <b>some</b> parts of the main topic and retells <b>1-2</b> key details with some adult support. | Student is able to identify the main topic of a text and retells <b>1-3</b> key details with adult support.        | Student is able to identify the main topic of a text and retell <b>3-4</b> key details of the text independently.             | Student is able to identify the main topic of a text and retell necessary <b>(4-5)</b> key details of a text.                |
| <b>2</b><br>Partially Proficient | Student is able to identify a part of the main topic of a text and retell with limited details with adult prompting.        | Student is able to identify the main topic of a text with adult prompting and retell with limited details.         | Student is able to identify the main topic of a text and provide a retell with limited key details or with excessive details. | Student is able to identify the main topic of a text and retell <b>most key</b> details or excessive details about the text. |
| <b>1</b><br>Minimally Proficient | Student is not able to identify the main topic of the text or key details with adult prompting.                             | Student is not able to identify the main topic of a text. Student can retell limited details with adult prompting. | Student is able to identify the main topic of a text with adult prompting and retell limited details.                         | Student is able to identify the main topic of a text and retell limited details.   |

**Assessment:** Anecdotal records can be kept during whole group, targeted instruction using HMH resources and DRA scoring.

## Reading Comprehension

**1.RL.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

|                                  | Quarter 1   | Quarter 2  | Quarter 3  | Quarter 4  |
|----------------------------------|---|--|--|--|
| <b>4</b><br>Highly Proficient    | Student can identify features of both nonfiction and fiction using 2 or more texts.         | Student can identify reasons why a text is fiction or nonfiction using a range of texts.                           | Student can explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | Student knows and uses various text features to analyze text types.  |
| <b>3</b><br>Proficient           | Student can <b>identify multiple text elements</b> of a fiction and nonfiction book.        | Student can identify features of both nonfiction and fiction between 2 texts <b>and classify the type of book.</b> | Student can <b>explain reasons why a text is fiction or nonfiction</b> using a range of texts.   | Student can explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| <b>2</b><br>Partially Proficient | Student can identify some elements of a nonfiction book and fiction book.                   | Student can identify multiple text elements of a fiction and nonfiction book.                                      | Student can identify features of both nonfiction and fiction between 2 texts and classify the type of book.  | Student can explain reasons why a text is fiction or nonfiction using a range of texts.  |
| <b>1</b><br>Minimally Proficient | Student can identify some elements of a nonfiction book and fiction book with adult support | Student can identify some elements of a nonfiction book and fiction book.  | Student can identify text elements of a fiction and nonfiction book.   | Student can identify features of both nonfiction and fiction between 2 texts and classify the type of book.  |

**Assessment:** Anecdotal records can be kept during whole group and targeted instruction using HMH resources like a Venn-Diagram or T Chart. Compare and Contrast literature and informational text within an HMH module.

## Writing

**1.W.1** Write opinion pieces 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

|                                  | Quarter 1   | Quarter 2   | Quarter 3  | Quarter 4  |
|----------------------------------|---|---|--|--|
| <b>4</b><br>Highly Proficient    | The writing states an opinion with 1-2 supporting ideas.            | The writing is mostly on topic, states an opinion with 1-2 supporting details, is organized with an introduction and/or a conclusion. | The writing is on topic, organized with some structure, including an introduction, and a conclusion. A central opinion with supporting reasons, facts, or examples is evident. | The writing is on topic, organized with a clear structure, including an introduction, time-order words, and a conclusion. A central opinion with 2-3 specific and supporting reasons, facts, or examples is evident. |
| <b>3</b><br>Proficient           | The writing names a topic and states an opinion.                    | The writing states an opinion, includes <b>a reason</b> and the reason is related to that topic                                       | The writing states an opinion, with a reason and provides evidence with 2 supporting ideas, an <b>introduction</b> and/or a <b>conclusion</b> .                                | The writing introduces the topic or names the book they are writing about, states an opinion, supplies a reason, supporting ideas for the opinion, and provides some sense of closure.                               |
| <b>2</b><br>Partially Proficient | The writing names a topic or states an opinion.                     | The writing names a topic and states an opinion with 1 supporting idea.   | The writing is mostly on topic, states an opinion with 1-2 supporting ideas.   | The writing is mostly on topic, organized with an introduction and/or a conclusion and states an opinion with 1-2 supporting details.  |
| <b>1</b><br>Minimally Proficient | With adult support, the writing names a topic or states an opinion. | The writing names a topic or states an opinion  | The writing names a topic and states an opinion with 1 supporting idea.  | The writing: <ul style="list-style-type: none"> <li>• is mostly on topic.</li> <li>• states an opinion with 1-2 supporting ideas.</li> </ul>   |

**Assessment:** See Opinion Rubric HMH Writing Teacher Edition R20

| Writing   |   |   |   |   |
|---|---|---|---|---|
| 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |   |   |   |   |
|   | Quarter 1   | Quarter 2   | Quarter 3   | Quarter 4   |
| <b>4</b><br>Highly Proficient   | The writing has an introductory sentence and contains 1-2 sentences about a relevant topic. | The writing has an introductory sentence, contains 1 -2 sentences about a relevant topic and a closing statement. | The writing has an introductory sentence, 2-3 sentences that include a relevant topic or examples and contains a closing statement. | The writing is on topic, organized with a clear structure, including an introduction, time-order words, and a conclusion. 2-3 specific and supporting facts, or examples are evident. |
| <b>3</b><br>Proficient  | The writing contains 1-2 sentences focused on 1 topic.                                      | The writing has an introductory sentence and contains 1-2 sentences about a relevant topic.                       | The writing has an introductory sentence, 2 or more sentences about a relevant topic and contains a closing statement.              | The writing has an introductory sentence, 2-3 supporting facts about the topic, examples and contains a closing statement.  |
| <b>2</b><br>Partially Proficient  | The writing contains a sentence about a topic.  | The writing contains 1-2 sentences focused on 1 topic.  | The writing has an introductory sentence and contains 1-2 sentences about a relevant topic.   | The writing has an introductory sentence, 2 or more sentences about a relevant topic and contains a closing statement.  |
| <b>1</b><br>Minimally Proficient  | The writing is a sentence written with adult support.                                       | The writing contains a sentence about a topic.  | The writing contains 1-2 sentences focused on 1 topic.  | The writing has an introductory sentence and contains 1-2 sentences about a relevant topic.   |
| <b>Assessment:</b> See Informational Rubric HMH Writing Teacher Edition R12   |   |   |   |   |

## Writing

**1.W.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

|                                  | Quarter 1   | Quarter 2  | Quarter 3  | Quarter 4  |
|----------------------------------|---|--|--|--|
| <b>4</b><br>Highly Proficient    | The writing is on topic, has a beginning, middle, or end and includes relevant details.               | The writing is on topic, organized with some structure, including a beginning, middle, or end and includes relevant details. | The writing is on topic, recounts two or more appropriately sequenced events, and includes details as well as topic and closing sentences. | The writing is on topic, recounts two or more appropriately sequenced events in multiple paragraphs, includes specific details regarding what happened, uses temporal words to signal event order, and provides some sense of closure. |
| <b>3</b><br>Proficient           | The writing is on topic, has <b>structure (1-2 sentences)</b> , and includes relevant details.        | The writing is on topic, has a <b>beginning, middle, or end</b> , and includes relevant details.                             | The writing is on topic, has a beginning, middle, end, a <b>topic sentence</b> , includes relevant and frequent details.                   | The writing is on topic, recounts two or more appropriately sequenced events, includes details as well as topic and <b>closing sentences</b>   |
| <b>2</b><br>Partially Proficient | The writing is mostly on topic and includes some relevant details.                                    | The writing is on topic, has <b>structure</b> , and includes relevant details.   | The writing is on topic, has a <b>beginning, middle, or end</b> , and includes relevant details.   | The writing is on topic, has a beginning, middle, end, a <b>topic sentence</b> , includes relevant and frequent details.   |
| <b>1</b><br>Minimally Proficient | The writing does not focus on one topic. May include a list or labels related to the prompt or topic. | The writing is mostly on topic and includes some relevant details  | The writing is on topic, has <b>structure</b> , and includes relevant details.   | The writing is on topic, has a <b>beginning, middle, or end</b> , and includes relevant details.   |

**Assessment:** See Narrative Rubric HMH Writing Teacher Edition R11 (Module 1), R15 (Module 5), and R16 (Module 6)

| Language   |  |  |  |  |
|--|--|--|--|--|
| 1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |  |  |  |  |
|  | Quarter 1  | Quarter 2  | Quarter 3  | Quarter 4  |
| <b>4</b><br>Highly Proficient  | When writing and speaking, sentences include correct and complex sentence structure, include adjectives, adverbs, correct verb tense, and punctuation or expression. | When writing and speaking, sentences include correct and complex sentence structure, include adjectives, adverbs, correct verb tense, and punctuation or expression. | When writing and speaking, sentences include correct and complex sentence structure, include adjectives, adverbs, correct verb tense, and punctuation or expression. | When writing and speaking, sentences include correct and complex sentence structure, include adjectives, adverbs, correct verb tense, and punctuation or expression. |
| <b>3</b><br>Proficient   | When writing and speaking, <b>some</b> sentences include a subject, verb and accurate expression.  | When writing and speaking, <b>most</b> sentences include a subject, verb and accurate expression.  | When writing and speaking, most sentences include a subject, verb, <b>adjective</b> and expression.  | When writing and speaking, sentences include a subject, verb, adjective, <b>adverb</b> and expression.   |
| <b>2</b><br>Partially Proficient   | With support, the student can use correct sentence structure and verb tense when they write or speak.  | With support, students can use correct sentence structure and verb tense when they write or speak.   | When writing and speaking, sentences include a subject, verb and accurate expression.  | When writing and speaking, sentences include a subject, verb, <b>adjective</b> and expression.   |
| <b>1</b><br>Minimally Proficient   | With modeling and guidance, the student struggles to write or speak a complete sentence.   | With modeling and guidance, the student struggles to write or speak a complete sentence.   | With modeling and guidance, the student struggles to write or speak a complete sentence.   | With modeling and guidance, the student struggles to write or speak a complete sentence.   |
| Assessment: Oral Language Rubric?  |  |  |  |  |

| Language   |  |  |   |  |
|--|--|--|---|--|
| 1.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. |  |  |   |  |
|  | Quarter 1  | Quarter 2  | Quarter 3   | Quarter 4  |
| <b>4</b><br>Highly Proficient  | <b>With reminders</b> or during editing part of lesson, student can capitalize names of people and dates, punctuate the end of a sentence, use commas in dates and to separate single words in a series. | <b>With reminders</b> or during editing part of lesson, student can capitalize names of people and dates, punctuate the end of a sentence, use commas in dates and to separate single words in a series.                   | <b>Consistently</b> , student can capitalize names of people and dates, punctuate the end of a sentence, use commas in dates and to separate single words in a series.  | <b>Consistently</b> , student can capitalize names of people, dates and holidays, product names and punctuate the end of a sentence, use commas in dates and to separate single words in a series.       |
| <b>3</b><br>Proficient   | <b>With modeling and support</b> , student can capitalize names of people and dates and punctuate the end of a sentence.   | <b>With support</b> , student can capitalize names of people and dates and punctuate the end of a sentence.<br><b>With modeling and support, student can use commas in dates and to separate single words in a series.</b> | <b>With reminders</b> student can capitalize names of people and dates, punctuate the end of a sentence, use commas in dates and to separate single words in a series.  | Student will capitalize names of people and dates, punctuate the end of a sentence, use commas in dates and to separate single words in a series <b>consistently and independently.</b>                  |
| <b>2</b><br>Partially Proficient   | <b>With modeling and support</b> , student struggles to capitalize names of people and dates and punctuate the end of a sentence.  | <b>With modeling and support</b> , student can capitalize names of people and dates and punctuate the end of a sentence.   | <b>With guidance</b> student can capitalize names of people and dates and punctuate the end of a sentence.<br><b>With modeling and support, student can use commas in dates and to separate single words in a series.</b> | <b>With reminders</b> or during editing part of lesson, student can capitalize names of people and dates, punctuate the end of a sentence, use commas in dates and to separate single words in a series. |
| <b>1</b><br>Minimally Proficient   | <b>With modeling and support</b> , student does not capitalize names of people and dates or punctuate the end of a sentence.   | <b>With guidance</b> student can capitalize names of people and dates and punctuate the end of a sentence.<br><br><b>With modeling and support, student can use commas in dates</b>  | <b>With modeling</b> and support, student can capitalize names of people and dates and punctuate the end of a sentence.   | <b>With guidance</b> student can capitalize names of people and dates and punctuate the end of a sentence.<br><b>With modeling and support, student can use commas in dates</b>                          |



|  |  |   |  |   |
|--|--|---|--|---|
|  |  | and to separate single words in a series. |  | and to separate single words in a series. |
| <b>Assessment:</b> Review student written classwork for specific skills. |  |   |  |   |