

Report Card Standard	Meets Standard for December	Meets Standard for March	Meets Standard for June	Documentation/ Assessment
SPEAKING AND LISTENING				
Participates in collaborative conversations with diverse partners about Grade 1 topics and texts	<ul style="list-style-type: none"> • Participates in collaborative conversations about Grade 1 topics and texts with peers and adults in partnerships, and small and larger groups <p><i>Independently:</i></p> <ul style="list-style-type: none"> • Follows agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) • Asks questions to clear up any confusions <p><i>With some support:</i></p> <ul style="list-style-type: none"> • Builds on others' talk in conversations by responding to the comments of others through multiple exchanges 	<ul style="list-style-type: none"> • Participates in collaborative conversations about Grade 1 topics and texts with peers and adults in partnerships, and small and larger groups <p><i>Independently:</i></p> <ul style="list-style-type: none"> • Follows agreed upon rules for discussions (<i>see December</i>) • Asks questions to clear up any confusions <p><i>With minimal support:</i></p> <ul style="list-style-type: none"> • Builds on others' talk in conversations by responding to the comments of others through multiple exchanges 	<ul style="list-style-type: none"> • Independently participates in collaborative conversations about Grade 1 topics and texts with peers and adults in partnerships, and small and larger groups • Follows agreed upon rules for discussions (<i>see December</i>) • Asks for clarification and further explanation • Builds on others' talk in conversations by linking their comments to the remarks of others 	<ul style="list-style-type: none"> • Large group, small group, and partner discussions across all content areas • Teacher's anecdotal notes/checklists/rubrics
Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly and with adequate volume	<ul style="list-style-type: none"> • With teacher guidance and support, describes people, places, things, and events with details, expressing ideas and feelings clearly and with adequate volume 	<ul style="list-style-type: none"> • With some support, describes people, places, things, and events with <i>relevant</i> details, expressing ideas and feelings clearly and with adequate volume 	<ul style="list-style-type: none"> • Independently describes people, places, things, and events with <i>relevant</i> details, expressing ideas and feelings clearly and with adequate volume 	<ul style="list-style-type: none"> • Large group, small group, and partner discussions across all content areas • Teacher's anecdotal notes/checklists/rubrics, such as PVLEGS

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READING				
Knows and applies grade-level phonics and word analysis skills in decoding words	<ul style="list-style-type: none"> Consistently uses knowledge of phonics and word analysis skills taught to decode grade-level words (e.g., spelling-sound correspondences for common consonant digraphs; regularly spelled one syllable words) Recognizes and reads most grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> Consistently uses knowledge of phonics and word analysis skills taught to decode grade-level words (e.g., words with final –e and common vowel team conventions for representing long vowel sounds; words with inflectional endings) Recognizes and reads most grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> Consistently knows and applies phonics and word-analysis phonics and word-analysis skills to decode grade-level words (e.g., use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word; decode two-syllable words following basic patterns by breaking the words into syllables; recognize and read grade-appropriate irregularly spelled words) 	<ul style="list-style-type: none"> Teacher’s anecdotal notes and checklists from shared reading, guided reading, word study Ongoing running records <i>Benchmark Assessment System (BAS)</i> High-Frequency Words assessments from the <i>Benchmark Assessment System (BAS)</i> Additional Assessments from the <i>Benchmark Assessment System</i> or Teachers College as needed
Demonstrates understanding of spoken words, syllables, and sounds	With some support, demonstrates understanding of spoken words, syllables, and sounds (phonemes); <i>see June</i>	With minimal support, demonstrates understanding of spoken words, syllables, and sounds (phonemes); <i>see June</i>	Consistently demonstrates understanding of spoken words, syllables, and sounds (phonemes): <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words Orally produce single-syllable words by blending sounds (phonemes), including consonant blends Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) 	<ul style="list-style-type: none"> As observed during classroom activities such as shared reading, interactive writing, word study with whole and/or small groups, pairs, and/or individuals Assessments from the <i>Benchmark Assessment System</i>, such as “Blending” and “Segmenting” Additional Assessments from the <i>Benchmark Assessment System</i> or Teachers College as needed

Grade One

ELA Benchmarks

<p>Orally reads grade-appropriate text fluently, self-correcting for accuracy and meaning</p>	<ul style="list-style-type: none"> Orally reads grade-appropriate text (Level E or F) with fluency and comprehension, consistently monitoring for accuracy and meaning 	<ul style="list-style-type: none"> Orally reads grade-appropriate text (Level G or H) with fluency and comprehension, consistently monitoring for accuracy and meaning 	<ul style="list-style-type: none"> Orally reads grade-appropriate text (Level I/J) with fluency and comprehension, consistently monitoring for accuracy and meaning 	<ul style="list-style-type: none"> Ongoing running records Teacher’s anecdotal notes and checklists from individual reading conferences and small groups <i>Benchmark Assessment System (BAS)</i>
<p>Retells stories, including key details (characters, setting, and major events) <i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year); texts are those read aloud by the teacher and those read independently by the student</i></p>	<ul style="list-style-type: none"> With some prompting and support, uses text and illustrations to retell stories, including key details (characters, setting, and major events) 	<ul style="list-style-type: none"> With minimal support, uses text and illustrations to retell stories, including key details (characters, setting, and major events) 	<ul style="list-style-type: none"> Consistently and independently, retells stories, including key details (characters, setting, and major events), referring to the text to support retelling 	<ul style="list-style-type: none"> Teacher’s anecdotal notes/checklists recording data from regular opportunities to discuss texts with partners, small groups and/or the whole class Oral and/or written responses to text-based questions <i>Benchmark Assessment System (BAS)</i>
<p>Demonstrates understanding of a central message or lesson of story <i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year); these texts can be those read aloud and those read independently by the student</i></p>	<ul style="list-style-type: none"> With teacher guidance and support, demonstrates understanding of the central message, lesson, or moral of a story 	<ul style="list-style-type: none"> Demonstrates understanding of the central message, lesson, or moral of a story and supports thinking with text-based evidence (with some teacher prompting to identify appropriate evidence) 	<ul style="list-style-type: none"> Consistently and independently demonstrates understanding of the central message, lesson, or moral of a story and supports thinking with text-based evidence (with minimal teacher prompting to identify appropriate evidence) 	<ul style="list-style-type: none"> Teacher’s anecdotal notes/checklists recording data from regular opportunities to discuss texts with partners, small groups and/or the whole class Oral and/or written responses to text-based questions <i>Benchmark (BAS)</i>

Grade One

ELA Benchmarks

<p>Identifies important facts and details for informational texts <i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year) and concepts and units taught in social studies and science; texts are those read aloud by the teacher and those read independently by the student</i></p>	<p>N/A</p>	<p>With teacher support and guidance:</p> <ul style="list-style-type: none"> Asks and answers questions about key details in a text Identifies the main topic and retells key details of a text, using the illustrations and text to describe its key ideas 	<p>Consistently and independently:</p> <ul style="list-style-type: none"> Asks and answers questions about key details in a text Identifies the main topic and retells key details of a text, using the illustrations and text to describe its key ideas 	<ul style="list-style-type: none"> Teacher’s anecdotal notes/checklists recording data from regular opportunities to discuss texts with partners, small groups and/or the whole class across all content areas Oral and/or written responses to nonfiction text-based questions <i>Benchmark Assessment System (BAS)</i>
<p>Compares and contrasts characters or topics within or across books <i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year) and concepts and units taught in social studies and science; texts are those read aloud by the teacher and those read independently by the student</i></p>	<ul style="list-style-type: none"> With teacher guidance and support, compares and contrasts the adventures and experiences of characters in stories With teacher guidance and support, identifies basic similarities in and differences between two texts on the same topic (such as in the illustrations, descriptions, or procedures) 	<ul style="list-style-type: none"> With minimal support, compares and contrasts the adventures and experiences of characters in stories With minimal support, identifies basic similarities in and differences between two texts on the same topic (such as in the illustrations, descriptions, or procedures) 	<ul style="list-style-type: none"> Consistently and independently compares and contrasts the adventures and experiences of characters in stories Consistently and independently identifies basic similarities in and differences between two texts on the same topic (such as in the illustrations, descriptions, or procedures) 	<ul style="list-style-type: none"> Teacher’s anecdotal notes/checklists recording data from regular opportunities to discuss texts with partners, small groups and/or the whole class Oral and/or written responses to text-based questions <i>Benchmark Assessment System (BAS)</i>

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WRITING				
<i>*For each reporting period, base your assessment on the genres and units taught</i>				
Generates own ideas for writing	<ul style="list-style-type: none"> • Within genres taught and with some teacher support, generates own ideas for writing 	<ul style="list-style-type: none"> • Within genres taught, generates own ideas for writing that are authentic and meaningful 	<ul style="list-style-type: none"> • Within genres taught, consistently generates multiple ideas for writing that are authentic and meaningful 	<ul style="list-style-type: none"> • Student writing samples (Writing Workshop folders, interdisciplinary writing) • Teacher's anecdotal notes/checklists
Develops ideas based on text type/purpose	<ul style="list-style-type: none"> • With teacher support and guidance, develops ideas based on purpose with some supporting details • With teacher support and guidance, produces writing that reflects a growing awareness of audience and applies the characteristics and features of different genres accordingly 	<ul style="list-style-type: none"> • With teacher support and guidance, develops ideas based on purpose by elaborating on key ideas with some supporting details • With teacher support and guidance, produces writing that reflects a growing awareness of audience and applies the characteristics and features of different genres accordingly 	<ul style="list-style-type: none"> • With some teacher support and guidance, develops ideas based on purpose by elaborating on key ideas with specific supporting details and voice • With teacher support and guidance, produces writing that reflects a growing awareness of audience and applies the characteristics and features of different genres accordingly 	<ul style="list-style-type: none"> • Student writing samples (Writing Workshop folders; interdisciplinary writing) • Teacher's anecdotal notes/checklists • Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i>
Organizes ideas appropriately	<ul style="list-style-type: none"> • With minimal support, organizes and sequences ideas as appropriate to the genres taught (<i>see June</i>) 	<ul style="list-style-type: none"> • Logically organizes and sequences ideas as appropriate to the genres taught (<i>see June</i>) 	<ul style="list-style-type: none"> • Consistently organizes and sequences ideas as appropriate to the genres taught: <ul style="list-style-type: none"> ○ Writes narratives that recount two or more appropriately sequenced events, including supporting details, applying temporal words to signal event order and including an appropriate ending 	<ul style="list-style-type: none"> • Student writing samples (Writing Workshop folders; interdisciplinary writing) • Teacher's anecdotal notes/checklists • Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i>

			<ul style="list-style-type: none"> ○ Writes informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure ○ Writes opinion pieces that names the book, states an opinion, supplies a reason for the opinion and includes a closing 	
Rereads writing and makes revisions	<ul style="list-style-type: none"> • With teacher guidance and support, rereads own writing and adds details to strengthen the writing, based on revision strategies within the genre taught 	<ul style="list-style-type: none"> • With teacher guidance and support, rereads and revises own writing for clarity by adding/deleting words, phrases, and/or sentences to different parts of the writing, based on revision strategies within the genre taught 	<ul style="list-style-type: none"> • With teacher guidance and support, rereads and revises own writing for clarity by adding/deleting words, phrases, and/or sentences to different parts of the writing, based on revision strategies within the genre taught 	<ul style="list-style-type: none"> • Student writing samples (Writing Workshop folders; interdisciplinary writing) • Teacher's anecdotal notes/checklists • Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i>
Forms manuscript letters correctly and spaces words appropriately	<ul style="list-style-type: none"> • Forms most upper and lowercase manuscript letters correctly and spaces words appropriately 	<ul style="list-style-type: none"> • Most of the time, forms upper and lowercase manuscript letters correctly and spaces words appropriately 	<ul style="list-style-type: none"> • Consistently forms all upper and lowercase manuscript letters correctly and spaces words appropriately 	<ul style="list-style-type: none"> • Writing Samples with rubrics • Everyday work

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LANGUAGE				
Uses a range of strategies to determine the meaning of unknown words	<ul style="list-style-type: none"> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts in a variety of genres, <i>using an appropriate strategy that has been taught</i> With teacher guidance and support, demonstrates an understanding of word relationships (e.g. categories, attributes, shades of meaning) 	<ul style="list-style-type: none"> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts in a variety of genres, <i>using more than one strategy that has been taught</i> With teacher guidance and support, demonstrates understanding of word relationships (e.g. categories, attributes, shades of meaning) 	<ul style="list-style-type: none"> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts in a variety of genres, <i>using multiple strategies</i> (sentence-level context, frequently occurring affixes, frequently occurring root words) With teacher guidance and support, demonstrates understanding of word relationships and nuances (e.g. categories, attributes, shades of meaning) <i>See MA ELA Curriculum Framework for specific details</i> 	Large group, small group, and individual (student/teacher): <ul style="list-style-type: none"> Literature-based discussions Content-based discussions Word study/vocabulary activities
Spells high frequency words accurately	<i>In addition to applying those conventions taught in kindergarten:</i> <ul style="list-style-type: none"> In everyday writing, accurately uses conventional spelling for grade-level words <i>taught</i> (those with common spelling patterns and frequently occurring irregular words) 	<i>In addition to applying those conventions taught in kindergarten:</i> <ul style="list-style-type: none"> In everyday writing, accurately uses conventional spelling for grade-level words with common spelling patterns and frequently occurring irregular words that have been <i>taught</i> 	<i>In addition to applying those conventions taught in kindergarten:</i> <ul style="list-style-type: none"> In everyday writing, accurately uses conventional spelling for grade-level words with common spelling patterns and for frequently occurring grade-level irregular words 	<ul style="list-style-type: none"> Writing samples Everyday written work across the content areas Common spelling patterns outlined in the developmental stages of <i>Words Their Way</i> that are expected for Grade 1
Uses letter sounds and word parts to spell new words	<ul style="list-style-type: none"> Approximates the spelling of new words by using appropriate letter sounds for dominant sounds (consonants and vowels) 	<ul style="list-style-type: none"> Approximates the spelling of new words by using appropriate letter sounds and, with teacher support, known word parts 	<ul style="list-style-type: none"> Approximates the spelling of new words by using appropriate letter sounds and word parts 	<ul style="list-style-type: none"> Writing samples Everyday written work across the content areas Common spelling patterns outlined in the developmental stages

Grade One

ELA Benchmarks

				of <i>Words Their Way</i> that are expected for Grade 1
Correctly uses capital letters and end punctuation	<ul style="list-style-type: none"> Capitalizes the first word in a sentence and the pronoun <i>I</i> Capitalizes dates and names of people Ends simple sentences with a period 	<ul style="list-style-type: none"> Correctly uses capital letters (the first word in a sentence, the pronoun <i>I</i>, and dates and names of people) Uses appropriate end punctuation <i>as taught</i> 	<ul style="list-style-type: none"> Consistently and correctly uses capital letters (the first word in a sentence, the pronoun <i>I</i>, and dates and names of people) Uses end punctuation for sentences (period, exclamation point and question mark) Uses commas in dates and to separate single words in a series 	<ul style="list-style-type: none"> Writing samples Everyday written work