



# Grade 1 ELA Rubric

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## Foundational Skills

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Phonological Awareness (R.F.1.2)</b> <b>Phoneme Blending &amp; Segmenting: Puts together and breaks apart sounds in words</b>			
1, 2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>listen to individual sounds in words and put them together to say the word including blends (ex: /f l/ /a/ /t/ makes flat)</li> <li>break a word into individual sounds including blends (ex: flat has the sounds /f l/ /a/ /t/)</li> </ul>	<ul style="list-style-type: none"> <li>listens to individual sounds in words and puts them together to say the word including blends (ex: /f l/ /a/ /t/ makes flat)</li> <li><b>but is unable</b> to break a word into individual sounds including consonant blends</li> <li>(ex: flat has the sounds /f l/ /a/ /t/)</li> </ul>	<ul style="list-style-type: none"> <li>listens to individual sounds in words and puts them together to say the word including blends (ex: /f l/ /a/ /t/ makes flat)</li> <li>able to break a word into individual sounds including blends (ex: flat has the sounds /f l/ /a/ /t/)</li> </ul>
<b>Phonological Awareness (R.F.1.2)</b> <b>Tells the difference between long and short vowels in spoken single-syllable words</b>			
1			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>listen and tell the difference between long and short vowel sounds in spoken single-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>listens and tells the difference between long and short vowel sounds in spoken single-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>listens and tells the difference between long and short vowel sounds in spoken single-syllable words</li> </ul>
<b>Print Concepts (R.F.1.1)</b> <b>Understands the organization and basic features of print (capitalization, punctuation)</b>			
1, 2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>recognize distinguishing features of a sentence (ex: first word, capitalization, ending punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>recognizes distinguishing features of a sentence (ex: first word, capitalization, ending punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>recognizes distinguishing features of a sentence (ex: first word, capitalization, ending punctuation)</li> </ul>

**Word Recognition (R.F.1.3)****Reads common grade level high frequency words****Red Word Assessment**

1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"><li>• <b>read</b> 12 common high frequency words by sight (below 40% mastery of the <i>Layer 1 Red Word List</i>)</li></ul>	• <b>reads</b> 12-23 common high frequency words by sight (based on 40-79% mastery of the <i>Layer 1 Red Word List</i> )	• <b>reads</b> 24-30 common high frequency words by sight (80-100% mastery of <i>Layer 1 Red Word List</i> )
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"><li>• <b>read</b> less than 25 common high frequency words by sight (below 40% mastery of the <i>Layer 1 and Layer 2 Red Word List</i>)</li></ul>	• <b>reads</b> 25-49 common high frequency words by sight (based on 40-85% mastery of the <i>Layer 1 and Layer 2 Red Word List</i> )	• <b>reads</b> 50-62 common high frequency words by sight (80-100% mastery of <i>Layer 1 and Layer 2 Red Word List</i> )

**Word Recognition (R.F.1.3)****Writes common grade level high frequency words****Red Word Assessment**

1			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"><li>• <b>write</b> less than 25 common high frequency words by sight (below 40% mastery of the <i>Layer 1 and Layer 2 Red Word List</i>)</li></ul>	• <b>writes</b> 25-49 common high frequency words by sight (based on 40-85% mastery of the <i>Layer 1 and Layer 2 Red Word List</i> )	• <b>writes</b> 50-62 common high frequency words by sight (80-100% mastery of <i>Layer 1 and Layer 2 Red Word List</i> )

## Phonics Recognition (R.F.1.3)

### Knows and applies grade level phonics and word analysis skills in decoding words

1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>• apply sounds for common consonant digraphs (2 letters that make one sound) when reading words</li> <li>• read regularly spelled one-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>• identifies <b>or</b> reads common consonant digraphs (2 letters that make one sound)</li> <li>• reads regularly spelled one-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>• identifies <b>and</b> reads common consonant digraphs (2 letters that make one sound)</li> <li>• reads regularly spelled one-syllable words</li> </ul>
2	<ul style="list-style-type: none"> <li>• apply the sounds for common consonant digraphs (2 letters that represent one sound) when reading words</li> <li>• read regularly spelled two-syllable words by breaking words into syllables</li> </ul>	<ul style="list-style-type: none"> <li>• apply the sounds for common consonant digraphs (2 letters that represent one sound) when reading word</li> <li>• read regularly spelled two- syllable words by breaking words into syllables</li> </ul>	<ul style="list-style-type: none"> <li>• applies the sounds for common consonant digraphs (2 letters that make one sound) when reading words determine the number of syllables in a printed word</li> <li>• read two-syllable words by breaking words into syllables</li> </ul>
3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>• apply grade-level and word analysis skills when reading: <ul style="list-style-type: none"> <li>○ common consonant digraphs (2 letters that make one sound)</li> <li>○ inflectional endings</li> <li>○ final-e</li> <li>○ vowel teams</li> </ul> </li> <li>• read two-syllable words by breaking words into syllables</li> </ul>	<ul style="list-style-type: none"> <li>• apply grade-level and word analysis skills when reading: <ul style="list-style-type: none"> <li>○ common consonant digraphs (2 letters that make one sound)</li> <li>○ inflectional endings</li> <li>○ final-e</li> <li>○ vowel teams</li> </ul> </li> <li>• read two-syllable words by breaking words into syllables</li> </ul>	<ul style="list-style-type: none"> <li>• applies grade-level and word analysis skills when reading: <ul style="list-style-type: none"> <li>○ common consonant digraphs (2 letters that make one sound)</li> <li>○ inflectional endings</li> <li>○ final-e</li> <li>○ vowel teams</li> </ul> </li> <li>• read two-syllable words by breaking words into syllables</li> </ul>

## Fluency (RF.1.4)

### Reads with accuracy and fluency to support comprehension

1, 2, 3	<ul style="list-style-type: none"> <li>• <b>read word by word</b> with slow rate</li> <li>• unable to self-correct words</li> </ul>	<ul style="list-style-type: none"> <li>• reads primarily <b>2 word phrases</b> with slow rate</li> <li>• monitors reading and self-corrects words</li> </ul>	<ul style="list-style-type: none"> <li>• reads primarily in <b>3 or 4 word phrases</b> with <ul style="list-style-type: none"> <li>○ <b>some</b> smooth expression guided by author's meaning and punctuation</li> <li>○ <b>mostly</b> appropriate stress and rate</li> </ul> </li> <li>• monitors reading and self-corrects words</li> </ul>
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## Reading Literature

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Key Ideas and Details (R.L.1.1, R.L.1.2, R.L.1.3)      Unit 1, Unit 2, Unit 3, Unit 4, Unit 5 Demonstrates comprehension of a story			
1, 2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"><li>answer questions about key details in a text</li><li>retell stories</li><li>identify characters and settings</li></ul>	<ul style="list-style-type: none"><li>asks and answers <b>some</b> questions about key details</li><li>retells, including details</li><li>describes characters and settings</li></ul>	<ul style="list-style-type: none"><li>asks and answers questions about key details<ul style="list-style-type: none"><li>what happens or is said in the text</li><li>which words, pictures, and sentences help me</li></ul></li><li>retells, including details <b>and</b> demonstrates an understanding of the story message</li><li>describes characters, settings <b>and</b> major events using details</li></ul>
3	Not explicitly taught. Ongoing instruction provided to work towards mastery.		
Craft and Structure (R.L.1. 4, R.L.1.5, RL.1.6)      Unit 1, Unit 4, Vocabulary Lessons Identifies and explains differences between types of texts (fiction, poetry)			

1, 2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>identify words in stories or poems that suggest feeling</li> <li>recognize common types of text (storybooks, poems)</li> <li><b>with prompting and support</b>, name the author and illustrator of a story</li> </ul>	<ul style="list-style-type: none"> <li>identify words in stories or poems that suggest feeling</li> <li>explain major differences between books that tell stories and books that give information.</li> <li>identify who is telling the story</li> </ul>	<ul style="list-style-type: none"> <li>identifies words and phrases in stories or poems that suggest feelings</li> <li>explains major differences between books that tell stories and books that give information.</li> <li>identifies who is telling the story <b>at various points in a text.</b></li> </ul>
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		

## Reading Informational

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Key Ideas and Details (RI.1.1, RI.1.2, RI.1.3)</b> Unit 5, Unit 6, Unit 7, Unit 8 <b>Demonstrates comprehension of a text</b>			
1			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>answer questions about key details in a text</li> <li>identify the main topic and retell key details of a text</li> </ul>	<ul style="list-style-type: none"> <li><b>asks and</b> answers <b>some</b> questions about key details in a text</li> <li>identifies the main topic and retell <b>some</b> key details of a text</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers questions about key details in a text.</li> <li>identifies the main topic and retells key details of a text</li> <li>describes the connection between two individuals, events, ideas or pieces of information in a text</li> </ul>
<b>Craft and Structure (R.I.1.4, R.I.1.5, R.I.1.6)</b> Unit 7, Unit 8 <b>Uses information from the text to comprehend</b>			
1, 2			
3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>identify unknown words or phrases to determine meaning</li> <li>use text features to locate information (ex: headings, table of contents, glossaries, etc)</li> </ul>	<ul style="list-style-type: none"> <li>identifies <b>some</b> unknown words or phrases and <b>at times</b> uses additional words, phrases or illustrations in the text to determine meaning</li> <li>knows and uses <b>some</b> text features to locate information (ex: headings, table of contents, glossaries, etc)</li> </ul>	<ul style="list-style-type: none"> <li>identifies unknown words or phrases and uses additional words, phrases, <b>or</b> illustrations in the text to determine meaning</li> <li>knows and uses various text features to locate information (ex: headings, table of contents, glossaries, etc)</li> </ul>

## Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Uses Grade Appropriate Writing Skills for Various Purposes (W1.1, W.1.2, W.1.3)</b>			
1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>write for various purposes</li> </ul>	<ul style="list-style-type: none"> <li>write <b>one or two</b> sentences for various purposes</li> </ul>	<ul style="list-style-type: none"> <li>writes <b>multiple</b> sentences for various purposes using sentences <b>that contain a complete thought</b></li> </ul>
<b>Applies Grammar and Usage When Writing (L.1.1)</b>			
1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>use upper and lowercase letters correctly</li> <li>uses nouns, verbs and adjectives</li> <li>use conjunctions to combine words, phrases or sentences</li> <li>use a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>	<ul style="list-style-type: none"> <li>uses upper and lowercase letters correctly</li> <li>uses nouns, verbs and adjectives</li> <li>uses conjunctions to combine words, phrases or sentences</li> <li>uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>	<ul style="list-style-type: none"> <li>uses upper and lowercase letters correctly when writing</li> <li>uses nouns, verbs and adjectives</li> <li>uses conjunctions to combine words, phrases or sentences</li> <li>uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>
<b>Applies Capitalization, Punctuation, and Spelling when Writing (L1.2)</b>			
1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>use capitals <b>or</b> punctuation correctly</li> <li>write beginning, middle <b>or</b> end sounds to represent words</li> </ul>	<ul style="list-style-type: none"> <li>uses capitals <b>or</b> punctuation correctly</li> <li>writes beginning, middle <b>and</b> end sounds to represent words, <b>using approximated or conventional spelling</b></li> </ul>	<ul style="list-style-type: none"> <li>uses capitals <b>and</b> punctuation correctly</li> <li>uses grade-appropriate spelling</li> </ul>



## Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Narrative (W.1.3)</b>			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>communicate ideas</li> <li>writes a personal narrative, depicting a true story from the writer's own life</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas</li> <li>writes a personal narrative, depicting a true story from the writer's own life</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas <b>and stays on topic</b></li> <li>writes a personal narrative, depicting a true story from the writer's own life</li> <li>connects one idea to the next, using a beginning, middle <b>and end with transition words to show the order of events</b></li> <li>includes details <b>about feelings and varied, descriptive vocabulary</b></li> </ul>
<b>Applies Grammar and Usage When Writing (L.1.1)</b>			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>use upper and lowercase letters correctly</li> <li>uses nouns, verbs and adjectives</li> <li>use conjunctions to combine words, phrases or sentences</li> <li>use a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>	<ul style="list-style-type: none"> <li>use upper and lowercase letters correctly</li> <li>uses nouns, verbs and adjectives</li> <li>uses conjunctions to combine words, phrases or sentences</li> <li>uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>	<ul style="list-style-type: none"> <li>uses upper and lowercase letters correctly when writing</li> <li>uses nouns, verbs and adjectives</li> <li>uses conjunctions to combine words, phrases or sentences</li> <li>uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>
<b>Applies Capitalization, Punctuation, and Spelling when Writing (L1.2)</b>			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>uses capitals <b>and</b> punctuation correctly</li> <li>write beginning, middle <b>or</b> end sounds to represent words</li> </ul>	<ul style="list-style-type: none"> <li>uses capitals <b>and</b> punctuation correctly</li> <li>writes beginning, middle <b>and</b> end sounds to represent words, <b>using approximated or conventional spelling</b></li> </ul>	<ul style="list-style-type: none"> <li>uses capitals <b>and</b> punctuation correctly</li> <li>uses grade-appropriate spelling</li> </ul>

## Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Informational, Non-fiction (W.1.2)</b>			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>communicate ideas</li> <li>use elements of the nonfiction genre</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas</li> <li>Shows <b>some</b> elements of nonfiction genre:                             <ul style="list-style-type: none"> <li>true information on a topic</li> <li>opening <b>and</b> closing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas <b>and stays on topic</b></li> <li>shows elements of nonfiction genre:                             <ul style="list-style-type: none"> <li>providing true information on a topic</li> <li>opening <b>and</b> closing</li> </ul> </li> <li>connects one idea to the next</li> </ul>
<b>Applies Grammar and Usage When Writing (L.1.1)</b>			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>use upper and lowercase letters correctly</li> <li>uses nouns, verbs and adjectives</li> <li>use conjunctions to combine words, phrases or sentences</li> <li>use a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>	<ul style="list-style-type: none"> <li>use upper and lowercase letters correctly</li> <li>uses nouns, verbs and adjectives</li> <li>uses conjunctions to combine words, phrases or sentences</li> <li>uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>	<ul style="list-style-type: none"> <li>uses upper and lowercase letters correctly when writing</li> <li>uses nouns, verbs and adjectives</li> <li>uses conjunctions to combine words, phrases or sentences</li> <li>uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>
<b>Applies Capitalization, Punctuation, and Spelling when Writing (L1.2)</b>			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>uses capitals <b>and</b> punctuation correctly</li> <li>write beginning, middle <b>or</b> end sounds to represent words</li> </ul>	<ul style="list-style-type: none"> <li>uses capitals <b>and</b> punctuation correctly</li> <li>writes beginning, middle <b>and</b> end sounds to represent words, <b>using approximated or conventional spelling</b></li> </ul>	<ul style="list-style-type: none"> <li>uses capitals <b>and</b> punctuation correctly</li> <li>uses grade-appropriate spelling</li> </ul>

## Writing and Language: Trimester 3

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Opinion (W1.1)</b>			
<b>3</b>	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>communicate ideas</li> <li>state opinion clearly</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas</li> <li>shows <b>some</b> elements of the opinion writing genre:                             <ul style="list-style-type: none"> <li>stating opinion</li> <li>one reason to support opinion</li> <li>closing sentence <b>that restates the opinion</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas <b>and stays on topic</b></li> <li>shows elements of the opinion writing genre:                             <ul style="list-style-type: none"> <li>stating opinion</li> <li>one reason to support opinion</li> <li>closing sentence <b>that restates opinion</b></li> </ul> </li> <li>connects one idea logically to the next <b>and</b> shows individual expression and/or creativity</li> </ul>
<b>Applies Grammar and Usage When Writing (L.1.1)</b>			
<b>3</b>	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>use upper and lowercase letters correctly</li> <li>uses nouns, verbs and adjectives</li> <li>use conjunctions to combine words, phrases or sentences</li> <li>use a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>	<ul style="list-style-type: none"> <li>use upper and lowercase letters correctly</li> <li>uses nouns, verbs and adjectives</li> <li>uses conjunctions to combine words, phrases or sentences</li> <li>uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>	<ul style="list-style-type: none"> <li>uses upper and lowercase letters correctly when writing</li> <li>uses nouns, verbs and adjectives</li> <li>uses conjunctions to combine words, phrases or sentences</li> <li>uses a variety of sentences (ex: complete, simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>
<b>Applies Capitalization, Punctuation, and Spelling when Writing (L1.2)</b>			
<b>3</b>	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>uses capitals <b>and</b> punctuation correctly</li> <li>write beginning, middle <b>or</b> end sounds to represent words</li> </ul>	<ul style="list-style-type: none"> <li>uses capitals <b>and</b> punctuation correctly</li> <li>writes beginning, middle <b>and</b> end sounds to represent words, <b>using approximated or conventional spelling</b></li> </ul>	<ul style="list-style-type: none"> <li>uses capitals <b>and</b> punctuation correctly</li> <li>uses grade-appropriate spelling</li> </ul>

## Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Understands and applies new vocabulary (L.1.4, 1.6)</b>			
1, 2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>determine the meaning of unknown words</li> <li>use words and phrases acquired through conversations, reading <b>or</b> being read to</li> </ul>	<ul style="list-style-type: none"> <li>determines the meaning of unknown and multiple-meaning words and phrases on grade 1 reading and content, using context clues, root words <b>or</b> prefixes and suffixes</li> <li>uses words and phrases acquired through conversations, reading <b>or</b> being read to</li> </ul>	<ul style="list-style-type: none"> <li>determines the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, using context clues, root words <b>and</b> prefixes and suffixes</li> <li>uses words and phrases acquired through conversations, reading <b>and</b> being read to</li> </ul>