# First Grade SBRC Rubrics

**1-Does Not Yet Meet Standards**      **2-Approaching Standards**      **3-Meets Standards**      **E-Exceeds Standards**

## Language Arts Literacy

| *1) Reads at grade level (RL.1.1-RL.1.10, RI.1.1-1.10, RF.1.1 A-D, RF.1.3 A-D, RF.1.4 A-B)* | | | | |
|---|---|---|---|---|
| **Trimester** | **1** | **2** | **3** | **E** |
| **ALL** | Student is reading **instructionally** at **Level E** or below. | Student is reading **instructionally** at **Level F-H.** | Student is reading **instructionally** at **I-J** | Student is reading **instructionally** at **K or above.** |
| **Assessment:** *Instructional reading level as indicated on the Fountas & Pinnell Benchmark.* | | | | |

### Reading: Literacy and Informational

| *2) Reads a text closely to analyze what a text says explicitly and inferentially* (RL.1.1-RL.1.3, RI.1.1-RI.1.3) | | | | |
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| **Trimester** | **1** | **2** | **3** | **E** |
| **Standards:** **RL.1.1** **RL.1.2** **RL.1.3** | *With Teacher Prompting:*<br><br>**RL.1.1:** Student is able to answer <u>teacher provided</u> questions related to the text with teacher prompting and support.<br><br>**RL.1.2:** Student is able to retell a story by being provided pictures clues or graphic organizers **and** identify the central message or lesson in | *Independently*<br><br>**RL.1.1:** Student is able to answer teacher-generated questions **and** ask questions related to the text.<br><br>**RL.1.2:** Student is able to retell a story by being provided pictures clues or graphic organizers **and** identify the central message or lesson in | *Consistently and Independently*<br><br>**RL.1.1:** Student is able to ask and answer questions related to the text by creating their own questions and responses **and** provide evidence to support their answer. (who, what, when, where, why, how)<br><br>**RL.1.2:** Student is able to retell a story by stating <u>important events</u> from the beginning, middle, and end of the text in order **and** identify the | *Consistently and Independently*<br><br>**RL.1.1:** Student is able to ask and answer questions, using wh question stems, about key details in a grade level text by creating their own questions and responses. (who, what, when, where, why, how)<br><br>**RL.1.2:** Student is able summarize a text and identify the central message, lesson, or moral in the story. |

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| the story when provided with a bank of messages or themes to choose from with teacher prompting and support.<br><br>**RL.1.3:** Student is able to provide evidence from the text to describe…<br>● **Characters**: Identify character traits<br>● **Setting:** place<br>● **Major Events:** key details from the story. | the story when provided with a bank of messages or themes to choose from.<br><br>**RL.1.3:** Student is able to provide evidence from the text to describe…<br>● **Characters**: Identify character traits<br>● **Setting:** place<br>● **Major Events:** key details from the story. | central message or lesson in the story.<br><br>**RL.1.3:** Student is able to provide evidence from the text to describe…<br>● **Characters**: Identify character traits and how the characters change from beginning to the end of the story. (as well as using illustrations)<br>● **Setting:** time and place<br>● **Major Events:** key details that support theme/central message. | **RL.1.3:** Student is able to describe how characters in a story respond to major events and challenges using key details.<br>● Summarizes a story with story elements- character, setting (place), problem, how they try to solve the problem (if applicable), and resolution.<br>● identifies the central message, lesson, or moral in the story<br>● Provides evidence from the text to support the central message or lesson. |

**Standards:**
**RI.1.1**
**RI.1.2**
**RI.1.3**

| *With Teacher Prompting:* | *Independently:* | *Consistently and Independently:* | *Consistently and Independently:* |
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| **RI.1.1:** Student is able to answer <u>teacher provided</u> questions related to the text with teacher prompting and support. | **RI.1.1:** Student is able to answer teacher-generated questions **and** ask questions related to the text. | **RI.1.1:** Student is able to ask and answer questions related to the text by creating their own questions and responses **and** provide evidence to support their answer. | **RI.1.1:** Student is able to ask and answer questions, using wh question stems, about key details in a grade level text by creating their own questions and responses.<br>who, what, where, when, why, and how |
| **RI.1.2:** Student is able to retell an informational story by identifying the main idea when provided with a bank of main | **RI.1.2:** Student is able to retell an informational story by identifying the main idea when provided with a bank of main | **RI.1.2:** Student is able to retell an informational story by identifying the main idea and telling what was | **RI.1.2:** Student is able to identify the main idea of a paragraph and multi-paragraphs. |

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| ideas to choose from **and** telling what was learned from the text with teacher prompting and support.<br><br>**RI.1.3:** Student is able to describe the connection between two individuals, events, ideas, or pieces of information in a text.<br><br>● Identify two individuals, events, ideas, or pieces of information that are connected. | ideas to choose from **and** telling what was learned from the text. (at least 2)<br><br>**RI.1.3:** Student is able to describe the connection between two individuals, events, ideas, or pieces of information in a text.<br><br>● Identify two individuals, events, ideas, or pieces of information that are connected. | learned from the text that supports the main idea. (at least 3)<br><br>**RI.1.3:** Student is able to describe the connection between two individuals, events, ideas, or pieces of information in a text.<br><br>● Identify two individuals, events, ideas, or pieces of information that are connected.<br>● Describe how two individuals, events, ideas, or pieces of information that are connected. | **RI.1.3** Student is able to describe the connection between the events, key ideas/concept, or steps in informational texts.<br><br>● Identifies the main idea of one or multiple paragraphs.<br>● Provides key details from the text to support the main idea(s).<br>● Identifies and explains how events, ideas, or steps are connected in an informational text. |

*Assessment:* Story Map, My Summary Assessment, Theme Assessment, Asking/Answering Questions, Main Idea/Key Details, Making Connections

| 3) Uses text structure and words/phrases used by the author to analyze the style and tone of a text **(RL.1.4-6)** | | | | |
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| **Trimester** | 1 | 2 | 3 | E |
| **RL.1.4**<br>**RL.1.5**<br>**RL.1.6** | *With Teacher Prompting:*<br><br>**RL.1.4**: Student is able to identify sensory words in a text using an anchor chart or bank of sensory for reference and explains how words in a text suggest or describe feelings with teacher prompting and support. | *Independently:*<br><br>**RL.1.4**: Student is able to identify sensory words in a text using an anchor chart or bank of sensory for reference and explains how words in a text suggest or describe feelings. | *Consistently and Independently:*<br><br>**RL.1.4**: Student is able to identify words that express feelings or sensory words in a text and explains how words in a text suggest or describe feelings. | *Consistently and Independently:*<br><br>**RL.1.4**: Student is able to…<br>● Identify and define repeated lines, rhymes and alliteration in a story, poem, or song.<br>● Describe how they help the reader understand the text better. |

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| | **RL.1.5:** Student is able to identify common texts with teacher prompting and support. | **RL.1.5:** Student is able to identify two out of three common texts: fiction, informational, poetry | **RL.1.5:** Student is able to identify common texts: realistic fiction, traditional tale, fantasy, informational, poetry **and** describe at least one characteristic of each genre.<br><br>● Identifies the genre of a text<br>● Identifies one characteristic of the genre | **RL.1.5:** Student has an understanding of the story structure (plot).<br>● Summarizes text: BME<br>● Describes how the beginning of the story introduces a character and ending describes how the characters solve their problems.<br>● Draws conclusions about the text using information from an introduction.<br>● Explains why the ending of the story is important.<br>● Identify sentences, which are important to the ending on beginning of the story. |
| | **RL.1.6:** Student is able to identify the speaker of a text with teacher prompting and support. | **RL.1.6:** Student is able to identify the speaker of a text. | **RL.1.6:** Student is able to identify who the speaker is at different parts of the text **and** provide evidence to support their answer. | **RL.1.6:** Student is able to analyze their point of view, the characters and the narrator's point of view.<br>● Using different voices when reading different character's dialogue when reading aloud.<br>● Identify different points of view of two characters from a story.<br>● Identify thoughts, words, and actions to show the character's point of view.<br>● Determines how other characters might act |

| | | | | when faced with the same situation. |
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| **RI.1.4**<br>**RI.1.5**<br>**RI.1.6** | *With Teacher Prompting:*<br><br>**RI.1.4:** Student is able to answer <u>teacher provided</u> questions about unknown words. | *Independently:*<br><br>**RI.1.4:** Student is able to ask and answer questions about unknown words/phrases. | *Consistently and Independently:*<br><br>**RI.1.4:** Student is able to ask and answer questions about unknown words/phrases and uses context clues to successfully figure out unknown words. | *Consistently and Independently:*<br><br>**RI.1.4**: Student is able to determine the meaning of unknown words/phrases by using a variety of strategies such as, context clues, word attack skills: antonyms, prefixes, root words, suffixes, synonyms, and the glossary. |
| | **RI.1.5:** Student is able to identify **less than 50%** text features taught within a text (table of contents, headings, glossary, illustrations, and captions) and explains how these features help a reader better understand a text. | **RI.1.5:** Student is able to identify **half of the** text features taught (table of contents, headings, glossary, illustrations, and captions) and explains how these features help a reader better understand a text. | **RI.1.5:** Student is able to identify text features within a text (table of contents, headings, glossary, illustrations, and captions) and explains how these features help a reader. | **RI.1.5:** Student is able to identify text features within a text and explains which text feature is the best to locate specific information.<br>● table of contents<br>● headings<br>● glossary<br>● illustrations<br>● captions<br>● bold print<br>● subheadings<br>● Index |
| | **RI.1.6:** Student is able to answer <u>teacher provided</u> questions about a text and identify whether it was obtained through illustrations or words in the text with teacher prompting and support. | **RI.1.6:** Student is able to answer <u>teacher provided</u> questions about a text and identify whether it was obtained through illustrations or words in the text. | **RI.1.6:** Student is able to discuss information learned from the text and identify whether it was obtained through illustrations or words in the text. | **RI.1.6:** Student is able to identify the main purpose for writing a text (answer, explain, or describe) and provide evidence to support their answer. |
| **Assessment:** *Words That Suggest Feelings, Common Texts, Point of View, Analyzing Text Features, Analyzing Illustrations* | | | | |

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| 5) Draws conclusions from the information gathered across multiple texts (RL.1.7 &9, RI.1.7-9) | | | | |
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| **Trimester** | **1** | **2** | **3** | **E** |
| **RL.1.7**<br>**RL.1.9** | *With Teacher Prompting:*<br><br>**RL.1.7:** Student is able to complete **one** of the criteria listed below to describe the relationship between the illustrations and story.<br>● Make predictions based on illustrations of characters, setting, or events.<br>● Describe how the illustrations help the reader understand the story.<br>● Use illustrations to describe its characters, setting or events in the story.<br><br><br><br>**RL.1.9:** Student is able to compare and contrast the adventures and experiences of characters in a story.<br>● Identify similarities between two | *Independently:*<br><br>**RL.1.7:** Student is able to describe the relationship between the illustrations and story.<br>● Make predictions based on illustrations of characters, setting, or events.<br>● (I think the boy/girl is happy. Unable to draw conclusion based on the picture for the "because". )<br><br><br><br>**RL.1.9:** Student is able to compare and contrast the adventures and experiences of characters in a story.<br>● Identify similarities between two characters | *Consistently and Independently:*<br><br>**RL.1.7:** Student is able to describe the relationship between the illustrations and story as well as **cite evidence to describe key elements** of the illustrations and story.<br>● Make predictions based on illustrations of characters, setting, or events.<br>● Describe how the illustrations help the reader understand the story.<br>● Use illustrations to describe its characters, setting or events in the story. (The character is happy because the boy/girl has a smile on his/her face.)<br><br>**RL.1.9:** Student is able to compare and contrast the adventures and experiences of characters in a story.<br>● Identify similarities/differences | *Consistently and Independently:*<br><br>**RL.1.7:** Student is able to demonstrate understanding of story elements by <u>using the textual evidence and illustrations.</u><br><br>● Describe the <u>characters and their feelings</u>, <u>setting</u> and <u>events from the story</u> using details/illustrations from the text.<br>● Make inferences about characters and their feelings by using the details/illustrations from the text.<br><br><br><br>**RL.1.9:** Student is able to compare and contrast two versions of the same story.<br>● Identify how two stories are similar when authors are different or from different places. |

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| | characters across events in the story.<br>● Identify differences between two characters across events in the story.<br>● Identify similarities between two characters across events in different stories.<br>● Identify differences between two characters across events in the different stories. | across events in the story.<br> OR<br>● Identify differences between two characters across events in the story.<br>OR<br>● Identify similarities or differences but they're not important to the story. | between two characters across events in the story.<br>● Identify similarities/differences between two characters across events in different stories. | ● Identify how two stories are different when authors are different or from different places. |
| **RI.1.7**<br>**RI.1.8**<br>**RI.1.9** | *With Teacher Prompting:*<br><br>**RI.1.7:** Students will be able to use illustrations and details to describe key ideas with teacher support.<br>● Read and understand information from an illustration.<br>● Explain why the illustration and information obtained from the illustration is important to the text. | *Independently:*<br><br>**RI.1.7:** Students will be able to use illustrations and details to describe key ideas.<br>● Read and understand information from an illustration.<br>● Explain why the illustration and information obtained from the illustration is important to the text. | *Consistently and Independently:*<br><br>**RI.1.7:** Students will be able to use illustrations and details to describe key ideas.<br>● Read and understand information from an illustration.<br>● Explain why the illustration and information obtained is important to the text.<br>● Use illustrations and/or details to explain the key ideas from the text. | *Consistently and Independently:*<br><br>**RI.1.7:** Student is able to explain how images contribute to informational texts.<br>● Read and understand charts, diagrams, graphics, images, photographs, maps etc..<br>● Explain what information from the text provides information about the author's message.<br>● Explain how an illustration, drawing, diagram, photograph etc. supports the text. |

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| **RI.1.8:** Student is able to identify specific points the author is making in a text with teacher support.<br><br>● Accurately identifies the main point(s) of the text, paragraph, or article.<br>● Proves 1 reason to support the point the author is making in the text. | **RI.1.8:** Student is able to identify specific points the author is making in a text.<br>● Accurately identifies the main point(s) of the text, paragraph, or article.<br>● Provides a reason to support the point the author is making OR the reason does not support the point the author is making | **RI.1.8:** Student is able to identify specific points the author is making in a text **and** describe reasons that support the point made by the author.<br><br>● Accurately identifies the main point(s) of the text, paragraph, or article.<br>● Provide 2 reasons to support the point the author is making in the text. | **RI.1.8:** Student is able to describe how reasons support points made by the author.<br>● Identify specific points the author is making in a text.(e.g., use heading, table of contents, glossary, index)<br>● Describe reasons (2) that support the point made by the author. |
| **RI.1.9:** Students will be able to identify similarities and differences between two texts on the same topic with teacher support.<br>● Identify similarities between two texts using pictures, descriptions and/or procedures.<br><br>OR<br><br>● Identify differences between two texts using pictures, descriptions and/or procedures. | **RI.1.9:** Students will be able to identify similarities and differences between two texts on the same topic.<br>● Identify similarities between two texts using pictures, descriptions and/or procedures.<br><br>OR<br><br>● Identify differences between two texts using pictures, descriptions and/or procedures. | **RI.1.9:** Students will be able to identify similarities and differences between two texts on the same topic.<br>● Identify similarities and differences between two texts using the pictures, descriptions or procedures in the text. | **RI.1.9:** Student is able to compare and contrast the most important points in two texts or two topics in a text on the same topic.<br>● Identify important points in an informational text.<br>● Identify similarities between two texts.<br>● Identify the main difference between two texts. |

**Assessment:** *Analyzing Illustrations, Analyzing Points in a Story, Venn Diagram with paragraph to compare/contrast*

**Foundations of Reading**

| 6) Recognizes grade-level sight words (RF.1.3) | | | | |
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| **Trimester** | **1** | **2** | **3** | **E** |
| **ALL** | Student is able to recognize fewer than 25 sight words. | Student is able to recognize 26-89 sight words. | Student is able to recognize 90-95 sight words. | Student is able to recognize 96 or more sight words. |
| *Assessment:  Sight Word Assessment* | | | | |

| 7) Applies grade-level phonics skills (RF.1.3) | | | | |
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| **Trimester** | **1** | **2** | **3** | **E** |
| **ALL** | Student is able read fewer than 39 known and unknown words on the PSI.<br>Read words with: CVC Words: Initial, Final, Medial<br>● Consonant Blends<br>● Consonant Digraphs<br>● Long Vowel Silent-e<br><br>Syllables:<br>● Understand every syllable must have a vowel<br>● Break two-syllable words into syllables to decode | Student is able read 40-75 known and unknown words on the PSI.<br>Read words with:<br>● CVC Words: Initial, Final, Medial<br>● Consonant Blends<br>● Consonant Digraphs<br>● Long Vowel Silent-e<br><br>Syllables:<br>● Understand every syllable must have a vowel<br>● Break two-syllable words into syllables to decode | Student is able read 76-80 known and unknown words on the PSI.<br>Read words with:<br>● CVC Words: Initial, Final, Medial<br>● Consonant Blends<br>● Consonant Digraphs<br>● Long Vowel Silent-e<br><br>Syllables:<br>● Understand every syllable must have a vowel<br>● Break two-syllable words into syllables to decode | Student is able to use a variety of phonics skills **independently** to read known and unknown words.<br>Read words with:<br>● Predictable Vowel Teams<br>● Unpredictable Vowel Teams<br>● Vowel-r<br>● Trigraphs<br>● Silent Letters<br>● Hard/Soft c&g |
| *Assessment: Phonics Screener for Intervention Assessment* | | | | |

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**8) Demonstrates understanding of sounds, syllables, and spoken words (RF.1.2)**

| Trimester | 1 | 2 | 3 | E |
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| **ALL** | Student is able to demonstrate understanding of sounds, syllables, and spoken words according to Skills 5.1-5.4 on the phonological awareness skills assessment.<br>● Isolate word parts<br>● Identify word parts<br>● Categorize and sort by initial sound<br>● Categorize and sort by excluding words that don't belong | Student is able to demonstrate understanding of sounds, syllables, and spoken words by according to Skill 5.5-5.8 on the phonological awareness skills assessment.<br>● Blending word parts<br>● Segmenting words with 2, 3, and 4 parts | Student is able to demonstrate understanding of sounds, syllables, and spoken words by according to Skill 5.9-5.11 on the phonological awareness skills assessment.<br>● Add/delete initial, medial, and final word parts<br>● Manipulate word parts by deleting parts<br>● Manipulate word parts by substituting | N/A |

*Assessment: Phonological Awareness Screener for Intervention*

**10) Reads with grade-level accuracy and fluency**

| Trimester | 1 | 2 | 3 | E |
|---|---|---|---|---|
| **Not Evaluated in Trimester 1**<br><br>**General Grade Level Rates:**<br><br>**T2: 24-40**<br>**T3: 55-72** | Demonstrates fluent reading:<br>● Reads primarily in two-word phrases with some three- and four- word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress with slow rate most of the time. | Demonstrates fluent reading:<br>● Reads primarily in two-word phrases with some three- and four- word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress with slow rate most of the time.<br>● Reads with appropriate accuracy and speed to | Demonstrates fluent reading:<br>● Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.<br>● Reads with appropriate accuracy and speed to support comprehension: 55-72 words per minute | ***Not Applicable***<br><br>If a student is reading above 72 words per minute and is demonstrating strong comprehension, that is great! If not, the student may need to slow down. Our goal is to encourage reading at a rate that supports understanding of the text. |

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| | • Reads with appropriate accuracy and speed to support comprehension: <49 words per minute | support comprehension: 49-55 words per minute | | |

*Assessment: Fountas and Pinnell Benchmark Assessment System*
*Based upon the National Oral Reading Fluency Norms (Hasbrouck & Tindal, 2017)*

### Writing

| 11) Writes for a Purpose: Opinion, Informational, Narrative | | | | |
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| **Trimester** | **1** | **2** | **3** | **E** |
| **ALL** | Scoring a 2.0 or below on the district first grade writing rubric using a minimum of two writing samples. | Scoring a 2.1 – 2.5 on the district first grade writing rubric using a minimum of two writing samples. | Scoring a 2.6 – 3.0 on the district first grade writing rubric using a minimum of two writing samples. | Scoring a 3.1 or above on the district first grade writing rubric using a minimum of two writing samples. |

*Assessment: Collection of Writing Samples including On-Demand Writing Tasks, Independent Writing*

| 12) Strengthens writing by revising and editing in order to publish writing | | | | |
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| **Trimester** | **1** | **2** | **3** | **E** |
| **ALL** | Scoring a 2.0 or below on the district first grade writing rubric using published writing samples. | Scoring a 2.1 – 2.5 on the district first grade writing rubric using published writing samples. | Scoring a 2.6 – 3.0 on the district first grade writing rubric using published writing samples. | Scoring a 3.1 or above on the district first grade writing rubric using published writing samples. |

*Assessment: Published Writing Samples*

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| 13) Applies spelling rules to write known and unknown words | | | | |
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| **Trimester** | 1 | 2 | 3 | E |
| **ALL** | Scoring a 2.0 or below on the district first grade writing rubric using published writing samples for spelling within language conventions. | Scoring a 2.1 – 2.5 on the district first grade writing rubric using published writing samples for spelling within language conventions. | Student applies spelling rules using the following patterns: <br> • Beginning Consonants <br> • Final Consonants <br> • Short Vowels <br> • Digraphs/Digraphs <br> • Long Vowel (Vce) <br> • Inflections <br><br> Scoring a 2.6 – 3.0 on the district first grade writing rubric using published writing samples for spelling within language conventions. | Scoring a 3.1 or above on the district first grade writing rubric using published writing samples for spelling within language conventions. |

*Assessment:  Spelling Screener Published Writing Samples (Spelling)*

| 14) Applies grade level conventions of language | | | | |
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| **Trimester** | 1 | 2 | 3 | E |
| **ALL** | Scoring a 2.0 or below on the district first grade writing rubric using published writing samples for punctuation within language conventions. | Scoring a 2.1 – 2.5 on the district first grade writing rubric using published writing samples for punctuation within language conventions. | Students applies 3 out of 4 of the following writing conventions: <br> • Capitalizes the first word in the sentence and other proper nouns. <br> • Includes appropriate end mark. <br> • Use commas in dates to separate single words in a series. <br> Syntax & Grammar: <br> • Interesting and correct usage of grammar. | Student consistently and independently applies grade level writing conventions. <br><br> Scoring a 3.1 or above on the district first grade writing rubric using published writing samples for spelling within language conventions. |

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| | | | • Subject –predicate agreement.<br><br>Scoring a 2.6 – 3.0 on the district first grade writing rubric using published writing samples for spelling within language conventions. | |

**Assessment:** *Use of a minimum of three writing samples; Published Writing Samples (Punctuation)*