



English Language Arts Grade1 Comprehend and Respond					
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CR1.2 View I can understand the message, the feelings, and the <ul style="list-style-type: none"> • pictures • photographs • simple graphs • diagrams • pictographs • icons • illustrations in what I view.	Comprehension (I understand and recall what I watch, and can express my view of it with support.)	<ul style="list-style-type: none"> • I can identify parts of the meaning from some visual text, including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations. with help. • I can recognize some feelings in visual text with help. • I can notice some specific features of some visual text, with help. 	<ul style="list-style-type: none"> • I can identify the basic message some visual text, including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations. • I recognize some feelings in visual text with prompting. • I can notice specific features of some visual text. 	<ul style="list-style-type: none"> • I can explain the important messages in visual text, including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations. • I can explain feelings in visual text. • I can notice specific features of visual text. 	<ul style="list-style-type: none"> • I can compare the important messages in several visual text, including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations. • I can make inferences about feelings in visual text. • I can compare the features in various visual text.
	Strategies (I can use tools that help me accomplish the task.)	<ul style="list-style-type: none"> • I use, with direct help, a few before, during, and after strategies when viewing. 	<ul style="list-style-type: none"> • I use, with prompting, some before, during, and after strategies when viewing. 	<ul style="list-style-type: none"> • I use before, during, and after strategies when viewing. 	<ul style="list-style-type: none"> • I use before, during, and after strategies consistently on my own when viewing.



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	Cues (I can make meaning by using the language clues in the text.) AND Conventions (I can make meaning by using the rules of language.)	<ul style="list-style-type: none"> I can recognize, with lots of help, the purpose for viewing a text. I can identify the beginning and the end of a text. I need help to identify the type of text I view. 	<ul style="list-style-type: none"> I am starting to recognize the purpose for viewing a text. I can identify the beginning, middle and end of texts with prompting. I understand, with prompting, the type of text I view. 	<ul style="list-style-type: none"> I know the purpose for viewing the text. I can identify the beginning, middle and end of texts. I can identify the type of text I view (fiction, nonfiction) and some key elements in visual form. 	<ul style="list-style-type: none"> I can identify and explain the purpose for viewing a text on my own. I can identify the beginning, middle and end of texts, and explain with details. I can identify text structures and elements in a variety of visual text forms (fiction, oral presentations, informational, poems and plays)
Comment					
CR1.3 Listen	Comprehension (I understand and recall what I watch, and can express my view of it with support.)	<ul style="list-style-type: none"> I can listen and retell a few details in a text, with help. 	<ul style="list-style-type: none"> I can listen and retell in order some detail and the basic ideas of a text. 	<ul style="list-style-type: none"> I can listen and retell in order the key points (who, what, when, where, how and why) of a text. 	<ul style="list-style-type: none"> I can listen, retell and elaborate on the key ideas (who, what, when, where, how and why) of a text.



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I can understand a variety of text, including <ul style="list-style-type: none"> a book read aloud; a person speaking; directions. I can retell the sequence and key points (who, what, when, where, why and how).		<ul style="list-style-type: none"> I can follow one step oral directions correctly. 	<ul style="list-style-type: none"> I can follow 2 and 3 step directions. 	<ul style="list-style-type: none"> I can follow directions with 4-6 simple steps. 	<ul style="list-style-type: none"> I can follow directions with 6 or more steps.
	Strategies (I can use tools that help me accomplish the task.)	<ul style="list-style-type: none"> I need help to listen attentively without distractions. 	<ul style="list-style-type: none"> I can listen to a few ideas of others but am sometimes distracted. 	<ul style="list-style-type: none"> I can listen to the ideas of others and ignore most distractions. 	<ul style="list-style-type: none"> I can listen to others with a focus.
	Cues (I can make meaning by using the language clues in the text.) Conventions (I can make meaning by using the rules of language.)	<ul style="list-style-type: none"> I can recognize most letter names and sounds in the alphabet when spoken. I can identify the initial sound in a spoken word. 	<ul style="list-style-type: none"> I can recognize many letter names and most letter sounds of the alphabet in spoken words. I can identify initial and final sounds in a spoken word. 	<ul style="list-style-type: none"> I understand and identify all the sounds and most of the letters in spoken words. I can identify initial, medial, and final sounds in spoken words. 	<ul style="list-style-type: none"> I know all the sounds and letters. I can identify beginning, medial, and end sounds in spoken words, as well as diphthongs and digraphs.
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CR1.4 Read I can read and understand grade-appropriate texts, including <ul style="list-style-type: none"> narratives; informational texts; scripts; poems. I can relate the sequence: <ul style="list-style-type: none"> beginning; middle; end; the key points: <ul style="list-style-type: none"> who what when where 	Comprehension (I understand and recall what I watch, and can express my view of it with support.)	<ul style="list-style-type: none"> I can read and retell some ideas in a simple narrative and informational text. I can identify some characters in a text, and some of their feelings, with help. I can identify some of the problems and solutions in a text, with direct help. 	<ul style="list-style-type: none"> I can read relate most key points (who, what, where, when, how and why) in stories and informational text. I can identify the characters in a text, and some of their feelings. I can identify some of the problems and solutions in a text. 	<ul style="list-style-type: none"> I can read and retell the key points in stories and informational text (who, what, where, when, how and why) in order. I can identify the characters in a text and explain their feelings. I can identify the problems and solutions in a text. 	<ul style="list-style-type: none"> I can read and retell, with extensive detail, the events and ideas of a story and of an informational text. I can identify the characters in a text and explain their feelings with support from the text. I can explain the problems and solutions in a text with references to the text.
	Strategies (I can use tools that help me accomplish the task.)	<ul style="list-style-type: none"> I can read slowly and sound out frequently used words. I pause or stop frequently when reading. 	<ul style="list-style-type: none"> I can read mostly word for word. I read slowly, with only a few pauses. 	<ul style="list-style-type: none"> I read according to the punctuation and am beginning to use phrasing. I can read at a reasonable rate with fluent pacing. 	<ul style="list-style-type: none"> I can read smoothly. I play with voice and rate to make the reading sound more interesting.



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<ul style="list-style-type: none"> why and the problems and solutions. 		<ul style="list-style-type: none"> I use, with direct help, a few before, during, and after strategies when reading. 	<ul style="list-style-type: none"> I use, with prompting, some before, during, and after strategies when reading. 	<ul style="list-style-type: none"> I use before, during, and after strategies when reading. 	<ul style="list-style-type: none"> I use before, during, and after strategies consistently on my own when reading.
	<p>Cues (I can make meaning by using the language clues in the text.)</p> <p>AND</p> <p>Conventions (I can make meaning by using the rules of language.)</p>	<ul style="list-style-type: none"> I recognize a basic sentence, and I know that a period means the end of a sentence. I know spaces separate words, and I know some sight words, concept words, rhymes. 	<ul style="list-style-type: none"> I know sentences start with a capital and end with punctuation. I understand some commonly used words in print. 	<ul style="list-style-type: none"> I recognize statement and question sentences, and I know how punctuation communicates meaning. I understand word families, new concept words, and most commonly used words in print. 	<ul style="list-style-type: none"> I recognize a variety of sentence types, and I understand a variety of ways punctuation communicates meaning. I have extensive sight word vocabulary, and apply topic-related vocabulary to new situations.
Comments					
Reading Level		<ul style="list-style-type: none"> I can read texts significantly below the range designated as demonstrating sufficient evidence of proficiency. 	<ul style="list-style-type: none"> I can read texts significantly below the range designated as demonstrating sufficient evidence of proficiency. 	<ul style="list-style-type: none"> I can read texts designated as demonstrating sufficient evidence of proficiency. 	<ul style="list-style-type: none"> I can read texts beyond the range designated as demonstrating sufficient evidence of proficiency.