

Subject: ELA

Standard: 1.E.2.PWS.1a - Students will decode phonetically regular words.

4.0	Students will illustrate <i>CVC</i> words using all short vowel patterns. (example: top, pin, bat, cut, ten)
3.0 Rigor Level 1	Students will decode phonetically regular words.
2.0	Students will produce the sound for each consonant and short vowel.
1.0	Even with help, the student has little or no success with the goal/standard.

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Standard: 1.E.2.PWS.1b - Students will decode phonetically regular words which include beginning blends and beginning and ending digraphs.

4.0	Students will illustrate words containing beginning blends and beginning and ending digraphs. (example: flag, ship, fish)
3.0 Rigor Level 1	Students will decode phonetically regular words which include beginning blends and beginning and ending digraphs.
2.0	Students will name sounds for consonant letters, short vowels, blends and digraphs.
1.0	Even with help, the student has little or no success with the goal/standard.

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Standard: 1.E.2.PWS.1c - Students will decode phonetically regular words which include ending blends, silent e and long vowel patterns.

4.0	Students will decode and illustrate words containing ending blends, silent e and long vowel patterns. (example: lake, lamp, feet, road)
3.0 Rigor Level 1	Students will decode phonetically regular words which include ending blends, silent e and long vowel patterns.
2.0	Students will know the long vowel sounds and consonant sounds.
1.0	Even with help, the student has little or no success with the goal/standard.

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Standard: 1.E.2.PWS.2 - Students will decode words by applying knowledge of structural analysis.
(Multisyllabic words (closed))

4.0	Students will identify which words on a list are multisyllabic words and will be able to read them.
3.0 Rigor Level 1	Students will decode words by applying knowledge of structural analysis (closed multisyllabic words) example-real word- <i>napkin nap-kin</i> , pseudo - <i>nicnot, nic-not</i>
2.0	Students can read <i>CVC</i> words. Students know what a syllable is and that each syllable has a vowel.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: ELA

Standard: 1.E.2.PA.4 - Students will **blend** phonemes to form spoken words including consonant blends.

<p>4.0</p>	<p>Students will represent the phonemes in a written version by dividing it into parts. Words will be a variety; including blends and digraphs. (examples: frog, cup, chop, flag)</p> <p style="text-align: center;">Shop = sh o p</p>
<p>3.0</p> <p>Rigor Level 1</p>	<p>Students will blend phonemes to form spoken words including consonant blends.</p>
<p>2.0</p>	<p>Students produce the sound for each consonant and short vowel.</p>
<p>1.0</p>	<p>Even with help, the student has little or no success with the Goal/standard.</p>

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Standard: 1.E.2.PA.5 - Students will segment phonemes in spoken words into individual phonemes.

4.0	Students will segment 10 words given by the teacher, into columns of 1, 2 or 3 phonemes.
<p>3.0</p> <p>Rigor Level 1</p>	Students will segment phonemes in spoken words into individual phonemes.
2.0	Students can blend phonemes in spoken words.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: ELA

Standard: 1.E.2.PA.6a Students will delete phonemes in spoken words.

<p>4.0</p>	<p>Students will decide the best alternative. Teacher's will provided a variety of words On paper. <u>Delete Final Phoneme:</u> Example: train a. tray b. rain c. ain <u>Delete Initial Phoneme:</u> Example: sun a. in b. un d. an</p>
<p>3.0</p> <p>Rigor <u>Level 3</u></p>	<p>Students will delete phonemes in spoken words.</p>
<p>2.0</p>	<p>Students can identify phonemes in spoken words.</p>
<p>1.0</p>	<p>Even with help, the student has little or no success with the goal/standard.</p>

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Standard: 1.E.2.PA.6b Students will substitute phonemes in spoken words.

4.0	Students will be asked to write a word that the teacher gives verbally (3-4 letter word that contains a rime). The student will then be asked to change the initial sound to create one new real word. (Student should be able to do at least 5 different phonemes.)
3.0 Rigor <u>Level 1</u>	Students will substitute phonemes in spoken words.
2.0	Students will segment all phonemes in words
1.0	Even with help, the student has little or no success with the goal/standard.

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Standard: 1.E.2.PA.6c Students will add Phonemes in spoken words.

4.0	Students will generate at least 3 words for a given word family either written or orally (including word families with three letters like, -ump, -ack, ink, etc.). (Real words).
3.0 Rigor <u>Level 3</u>	Students will add phonemes in spoken words. (Example- only when spoken, teacher says ink and student is told to add p, student is able to say pink.)
2.0	Students will identify phoneme in spoken words. (example - student can identify the word cat is the sounds c-a-t)
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: ELA

Standard: 1.E.2.F.1a & 1b Students will read high frequency words and/or irregular spelled grade-level words with automaticity.

4.0	When presented with text, the student can read the words without stumbling over them or sounding them out.
3.0 Rigor <u>Level 1</u>	Students will read high frequency words and/or irregular spelled grade-level words with automaticity.
2.0	Students know the Kindergarten sight words (50). Students will be able to read at least 100 first grade sight words. (End of year)
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: ELA

Standard: 1.E.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.

4.0	Students can summarize a story to include the main idea. (Verbally or in writing)
3.0 Rigor <u>Level 1</u>	Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.
2.0	Students will know the character and setting of a story. Students will know the vocabulary: Main Idea and events
1.0	Even with help, the student has little or no success with the goal/standard.

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Standard: 1.E.2.R.3 Students will sequence the event/plot of a story or text (beginning, middle and end).

<p>4.0</p>	<p>Students can paraphrase a story by writing at least 3 sentences which tell the beginning, middle and end of a story. (read aloud or by themselves)</p>
<p>3.0 Rigor <u>Level 1</u></p>	<p>Students will sequence the event/plot of a story or text (beginning, middle and end). (Students can use pictures since they are not reading)</p>
<p>2.0</p>	<p>Students will know the definition of beginning, middle and end. Students will be able to orally tell three things that happened in the story.</p>
<p>1.0</p>	<p>Even with help, the student has little or no success with the goal/standard.</p>

Subject: ELA

Standard: 1.E.3.R.3 Students will find textual evidence when provided with examples of literary elements and organizations. (Setting, plot, main characters and their traits in a story)

4.0	Student can write their own story to include a character, a setting, a problem and a solution.
3.0 Rigor Level 3	Students will find textual evidence when provided with examples of literary elements and organizations. (setting, plot, main characters and their traits in a story)
2.0	Students can identify the literary elements (setting, plot, main characters and their traits).
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: ELA

Standard: 1.E.3.R.4 Students will ask and answer basic questions about texts. (who, what, where. why and when.)

4.0	Students will complete a graphic organizer identifying key details (describing who, what, where, why and when) by drawing or writing, from a story they have read independently.
<p>3.0</p> <p>Rigor Level 1</p>	Students will ask and answer basic questions about texts. (who, what, where. why and when.)
2.0	Students can identify who, what, where, why and when.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: ELA

Standard: 1.E.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.

4.0	Students will determine the meaning of words using context clues on their own. (Teacher will provide, in multiple choice format, sentences with bolded or underlined words and they must choose which word means the same as the underlined word.)
3.0 Rigor <u>Level 1</u>	Students will use context clues to determine the meaning of words with guidance and support.
2.0	Students will know sight words. Students will be able to decode words using phonics rules. Students will know what context clues means (things that help you figure out meaning).
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: ELA

Standard: 1.E.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts and graphs to understand a text.

4.0	When students are given simple text, they can determine which graphic feature would best supplement the text. (Example: A fish has fins, eyes, gills, tail fin and scales. (Students would know that a drawing of a fish with labels would best support this text.)
3.0 Rigor Level 1	Students will identify graphic features including photos, illustrations, titles, labels, headings, charts and graphs to understand a text.
2.0	Students will be able to identify fiction and non-fiction text.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: ELA

Standard: 1.E.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words and sentences using left-to-right and top-to-bottom progression.

4.0	When presented with a draft, students can find and correct errors concerning spacing, top to bottom progression and left to right progression.
3.0 Rigor <u>Level 3</u>	Students will develop and edit first drafts using appropriate spacing between letters, words and sentences using left-to-right and top-to-bottom progression.
2.0	Students can make a complete sentence in writing.
1.0	Even with help, the student has little or no success with the goal/standard.

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Standard: 1.E.3.W.3 Students will express an opinion in writing about a topic and provide a reason to support the opinion.

4.0	Students will write a paragraph expressing an opinion about a topic using a topic sentence, 2 or more reasons to support the opinion, and a closing sentence. Students will use complete sentences and correct punctuation.
3.0 Rigor Level 3	Students will express an opinion in writing about a topic and provide a reason to support the opinion.
2.0	Students can write in complete thoughts using uppercase letters when beginning a sentence and correct end punctuation with help from the teacher. Students know the difference between a fact and an opinion.
1.0	Even with help, the student has little or no success with the goal/standard.

Subject: ELA

Standard: 1.E.5.W.2 Students will compose grammatically correct simple and compound sentences and questions with appropriate end marks.

4.0	Students will revise grammatically incorrect simple and compound sentences and questions. (sentences will include incorrect end punctuations as well)
3.0 Rigor Level 1	Students will compose grammatically correct simple and compound sentences and questions with appropriate end marks.
2.0	Students will know the parts of a sentence. (Like verb, noun, etc.) Students will know the different types of end marks and how they are used.
1.0	Even with help, the student has little or no success with the goal/standard.

