

First Grade Language Arts Rubric				
LANGUAGE ARTS - Report Card Skills	Reporting Period			
MS = Meets end- of-year Standard, AP = Approaching, DN = Does not meet, * not yet introduced	1	2	3	4
Foundational Reading Skills				
I can develop oral language through listening, speaking, and discussion (1.1)				
1.1(A) listen actively, ask relevant questions to clarify information, and answer questions				
1.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action				
1.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language				
1.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions				
1.1(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings				
I can use sounds and spelling patterns to decode and spell written language (1.2)				
1.2(A) (i) produce a series of rhyming words				
1.2(A) (ii) recognize spoken alliteration				
1.2(A) (iii) distinguish between long and short vowel sounds in one-syllable words				
1.2(A) (iv) recognize the change in spoken word when a specified phoneme is added, changed, or removed				
1.2(A) (v) blend spoken phonemes to form one-syllable words				
1.2(A) (vi) manipulate phonemes within base words				
1.2(A) (vii) segment spoken one-syllable words of three to five phonemes into individual phonemes				
1.2(B) (i) decode words in isolation and in context by applying common letter sound correspondences				
1.2(B) (ii) decode words with initial and final consonant blends, digraphs, and trigraphs				
1.2(B) (iii) decode words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables				
1.2(B) (iv) use knowledge of base words to decode common compound words and contractions				
1.2(B) (v) decode words with inflectional endings				

Sherman ISD First Grade Language Arts and Reading Parent Standards-Based Report Card Rubric

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1.2(B) (vi) identify, read, and spell high-frequency words - (spelling of HFW will be through spelling tests)				
1.2(C) demonstrate and apply spelling knowledge by:				
1.2(C)(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;				
1.2(C)(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;				
1.2(C)(iii) spelling words using sound-spelling patterns; and				
1.2(C)(iv) spelling high-frequency words from a research-based list;				
1.2(D) demonstrate print awareness by identifying parts of a book				
I can use newly acquired vocabulary (1.3)				
1.2(E) alphabetize a series of words to the first or second letter and use a dictionary to find words				
1.3(A) use print or digital resources to determine meaning				
1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings.				
1.3(C) identify the meaning of words with affixes -s, -ed, -ing				
1.3(D) identify and use words that name actions, directions, positions, sequences, categories, and locations				
I can read grade-level text independently with fluency and comprehension (1.4)				
I can read self-selected texts independently for increasing periods of time (1.5)				
<i>Building Comprehension</i>				
I can use thinking strategies to deepen comprehension of increasingly complex texts (1.6)				
1.6A establish purpose for reading assigned and self-selected texts				
1.6B generate questions about text before, during, and after reading				
1.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures				
1.6D create mental images to deepen understanding				

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1.6E make connections to personal experiences, other texts, and society				
1.6F make inferences and use evidence to support understanding				
1.6G evaluate details read to determine what is most important				
1.6H synthesize information to create new understanding				
1.6I monitor comprehension and make adjustments when understanding breaks down				
I can respond to texts when read, heard, or viewed (1.7)				
1.7(A) describe personal connections to a variety of sources				
1.7(B) write brief comments on literary or informational texts				
1.7(C) use text evidence to support an appropriate response				
1.7(D) retell texts in ways that maintain meaning				
1.7(E) interact with sources in meaningful ways such as illustrating or writing				
1.7(F) respond using newly acquired vocabulary				
I can recognize literary elements such as theme, character, plot, and setting (1.8)				
1.8(A) discuss topics and determine theme using text evidence				
1.8(B) describe the main character(s) and the reason(s) for their actions				
1.8(C) describe plot elements, including the main events, the problem, and the resolution				
1.8(D) describe the setting				
I can recognize and analyze fictional stories, drama, poems, informational texts, persuasive texts, and digital texts (1.9)				
1.9(A) demonstrate knowledge of distinguishing characteristics of folktales, fables, fairy tales, and nursery rhymes				
1.9(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems				
1.9(C) discuss elements of drama such as characters and setting				
1.9D recognize characteristics and structures of informational text, including:				
1.9(D) (i) recognize the central idea and supporting evidence				
1.9(D) (ii) recognize features and simple graphics to locate and gain information				
1.9(D) (iii) recognize organizational patterns such as chronological order and description				
1.9(E) state what the author is trying to persuade the reader to think or do and the characteristics of a persuasive text				
1.9(F) recognize characteristics of multimodal and digital texts				

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I can use, analyze and apply author's purpose and craft to determine meaning in a variety of genres and in developing my own products and performances (1.10)				
1.10(A) discuss the author's purpose for writing text				
1.10(B) discuss how the use of text structure contributes to the author's purpose				
1.10(C) discuss the author's use of print and graphic features to achieve their purpose with adult assistance				
1.10(D) discuss how the author uses words that help the reader visualize				
1.10(E) listen to and experience first person and third person texts				
Writing				
I can use the writing process to compose texts (1.11)				
1.11(A) use prewriting strategies such as drawing and brainstorming				
1.11(B) develop drafts in oral, pictorial, or written form by:				
1.11(B)(i) organizing with structure; and				
1.11(B)(ii) developing an idea with specific and relevant details;				
1.11(C) add details in pictures or words				
1.11(D) edit drafts using standard English conventions				
1.11(E) publish and share writing				
I can understand and use correct functions of grammar when speaking and writing (1.11)				
1.2F develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.				
1.11(D) (i) complete sentences with subject-verb agreement				
1.11(D) (ii) past and present verb tense				
1.11(D) (iii) singular, plural, common, and proper nouns				
1.11(D) (iv) adjectives, including articles				
1.11(D) (v) adverbs that convey time				
1.11(D) (vi) prepositions				
1.11(D) (vii) pronouns, including subjective, objective, and possessive				
1.11(D) (x) spelling words with grade-appropriate orthographic patterns/rules and high-frequency words				
I can write literary texts such as personal narratives and poetry to express feelings and ideas (1.12)				
I can write expository texts such as informational and procedural texts to communicate ideas (1.12)				