

1st

Reading Foundations: Print Concepts

1.RF.2.4

Learn and apply knowledge of alphabetical order.



Scale Score	Scale	Sample Task
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.	The student will be able to alphabetize a series of words that include words that start with the same first letter.
3	The student will be able to learn and apply knowledge of alphabetical order.	Given 5 words, the student will be able to place the words in alphabetical order by the first letter.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.	The student will be able to reorder a random set of 10 letters into alphabetical order.
1	With help the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	The student will be able to use supports (ex. alphabet strip or the ABC song) to place all 26 letters in alphabetical order.
0	Even with help no skill or understanding demonstrated.	

Required vocabulary: alphabet, alphabetic order

**1.RF.3.2**

Blend sounds, including consonant blends, to produce single- and multi- syllable words.

Scale Score	Scale	Sample Task
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.	The student will read common and uncommon multi-syllable words smoothly.
3	Blend sounds, including consonant blends, to produce single and multi-syllable words.	The student will be able to orally blend both single & multi-syllable words with 85% accuracy. Examples: crab, plant, black, teacher.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.	The student will correctly blend words with three or less phonemes. Example: The student will blend CVC words.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	The student will blend phonemes chorally with the teacher.
0	Even with help no skill or understanding demonstrated.	

Required vocabulary: blend, consonant blend, sounds, syllable

**1.RF.3.3**

Add, delete, or substitute sounds to change single-syllable words.

Scale Score	Scale	Sample Task
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.	The student will be able to delete the first sound in a consonant blend. Example: The teacher says, "Say the word <i>crow</i> without /k/."
3	Add, delete, or substitute sounds to change single-syllable words.	The student will be able to add, delete, and substitute sounds in beginning, middle, and end of words with 85% accuracy. Examples: cat→pat, rid→red, pig→pin, tin→in, tin→thin
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.	The student will add, delete, OR substitute a phoneme in single-syllable words with 85% accuracy.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	The student will add a phoneme to make a single-syllable word. Examples: at→cat, in→tin
0	Even with help no skill or understanding demonstrated.	

Required vocabulary: beginning, middle, ending sound, syllable, add, delete, substitute

**1.RF.4.1**

Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.

Scale Score	Scale	Sample Task
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.	The student will be able to decode, two syllable words with 85% accuracy.
3	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	Given a list of words, the student will be able to fluently read words with common vowel patters, digraphs, and blends with 85% accuracy. Example: Quick Phonics Screener
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.	Given a word sort template and corresponding word cards with short vowels, blends, and words with magic e, the student will be able to sort words appropriately and read the words with 85% accuracy.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	The student will be able to segment names of CVC pictures into phonemes and use the corresponding letter tiles to spell the word. Example activity: www.fcrr.org →Student Center Activities→K-1→Phonics→Encoding and Decoding→P.040
0	Even with help no skill or understanding demonstrated.	

Required vocabulary: consonant, vowel, blend, diagraph, decode



1.RF.4.4

Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

Scale Score	Scale	Sample Task
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.	The student will correctly read more than 150 of the 1 st 300 Fry Words in 2 out of 3 attempts (with no more than 3 seconds between each word).
3	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).	The student will be able to read the first 150 Fry words correctly in 2 out of 3 attempts (with no more than 3 seconds between each word). EX to check for mastery – Fry word lists, listing to students read text independently or during small group, fry word phrases, running records, etc.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.	The student will be able to read correctly between 51-149 of the first 150 Fry words in 2 out of 3 attempts with no more than 3 seconds between words. EX to check for mastery – Fry word lists, listing to students read text independently or during small group, fry word phrases, running records, etc.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	The student will be able to read correctly less than 50 of the first 150 Fry words in 2 out of 3 attempts with no more than 3 seconds between words.
0	Even with help no skill or understanding demonstrated.	

Required vocabulary: sight word, high-frequency

**1.RF.5**

Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Scale Score	Scale	Sample Task
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.	The student will be able to read an above first grade text (DRA +18, with 95-98% accuracy) and a Rasinski fluency scale score of 13-16.
3	Orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level.	The student will be able to read a first grade level text (DRA 18/BAS J, with 95% accuracy) fluently (67 WCPM or greater) and a Rasinski fluency score of 13-16.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.	The student will be able to: read at an independent level (DRA 3-16/BAS C- I 95% accuracy) fluently and accurately (95%) with a Rasinski fluency score of 13-16 OR read a first grade level text (DRA 18/BAS J) accurately (95%) with a Rasinski fluency score of 7-12.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	Student will be able to read a DRA 2/BAS B or below.
0	Even with help no skill or understanding demonstrated.	

Required vocabulary: pace, fluency, expression, smoothness

**1.RL.2.2**

Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

Scale Score	Scale	Sample Task
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.	The student will be able to compare and contrast the events and central messages of multiple stories.
3	Retell stories, fables, and fairy tales in sequence, including key details and demonstrate understanding of their central message or lesson.	During student conference/ small group, the student will be able to listen to a story and retell (orally or in writing) all of the important events in order including key details and explain the central message to demonstrate understanding.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.	During student conference/ small group, the student will be able to listen to a story and orally retell most important events, some key details (evidence is shown for plot, character OR setting), and recall the central message.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	During student conference/ small group, with prompting students will be able to recall some of the events, the central message, and/or details of a story.
0	Even with help no skill or understanding demonstrated.	

Required vocabulary: sequence, key details, central message, lesson

**1.RL.2.3**

Using key details, identify and describe the elements of plot, character, and setting.

Scale Score	Scale	Sample Task
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.	After independently reading a first grade level text, the student will be able to provide written or oral descriptions of the main character with character traits, setting details, and elements of the plot.
3	Use key details, identify and describe the elements of plot, character, and setting.	During student conference/ small group, the student will be able to orally describe or write (using key details) the main characters, setting, events, and plot of a story read aloud.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.	During student conference/ small group, after being read a story, the student will be able to name (orally or in writing) the characters and setting.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	During student conference/ small group, with prompting, the student will be able to recall points of the plots, characters, and/or the setting of a story.
0	Even with help no skill or understanding demonstrated.	

Required vocabulary: character, setting, sequence of events, problem, solution, details



Scale Score	Scale	Sample Task
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.	After independently reading a first grade level text, the student will be able to retell the main idea and 3-4 key details of a non-fiction text either orally or in writing.
3	Retell main ideas and key details of a text.	During student conference/ small group, the student will be able to retell the main idea and 3-4 key details of a non-fiction text (read aloud) either orally or in writing.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.	During student conference/ small group, the student will be able to retell the main idea or two key details of a non-fiction text (read aloud) either orally or in writing.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	During student conference/ small group, the student will be able to tell 2 details of a non-fiction text read aloud.
0	Even with help no skill or understanding demonstrated.	

Required vocabulary: main idea, key details, non-fiction, retell



Writes all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

Scale Score	Scale	Sample Task
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.	The student forms letters correctly and spaces words and sentences so that writing can be read easily by another person in all writing across the curriculum.
3	The student will be able to write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	The student writes ALL uppercase & lowercase letters legibly, and spaces letters, words and sentences appropriately in a final draft.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.	The student writes independently in his/her journal with few letter formation errors and incorrect spacing. The writing is difficult to read due to errors in letter formation and spacing.
1	With help the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	With help, the student can form letters correctly and use appropriate spacing. The student can copy or trace text such as activities in a handwriting book.
0	Even with help no skill or understanding demonstrated.	

Required vocabulary: capital, uppercase, lowercase, spacing, shaping, letter formation