**What am I REALLY grading on the report card?**

**STANDARDS AT A GLANCE**

**Kindergarten CCLS**

**Reading (**Blue=Literature; Orange=Informational)

*Key Ideas and Details*

* With prompting and support, ask and answer questions about key details in a test.
* With prompting and support, retell familiar stories, including key details.

With prompting and support, identify characters, settings, and major events in a story.

* With prompting and support, ask and answer questions about key details in a text.
* With prompting and support, identify the main topic and retell key details of a text.
* With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

*Craft and Structure*

* Ask and answer questions about unknown words in a text.
* Recognize common types of texts (e.g. storybooks, poems).
* With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
* With prompting and support, ask and answer the questions about unknown words in a text.
* Identify the front cover, back cover, and title page of a book.
* Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

*Integration of Knowledge and Ideas*

* With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
* With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	+ With prompting and support, students will make cultural connections to text and self.
* With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts.)
* With prompting and support, identify the reasons an author gives to support points in a text.
* With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

*Range of Reading and Text Complexity*

* Actively engage in group reading activities with purpose and understanding

*Responding Orally to Literature*

* Actively engage in group reading activities with purpose and understanding; with prompting and support, make connections between self, text, and the world around them (text, media, social interactions).

**Writing**

*Text Types and Purposes*

* Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…..).
* Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
* Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

*Production and Distribution of Writing*

* With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
* With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

*Research to Build and Present Knowledge*

* Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
* With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

*Responding to Literature*

* Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

**Speaking and Listening**

*Comprehension and Collaboration*

* Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	+ Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	+ Continue a conversation through multiple exchanges.
	+ Seek to understand and communicate with individuals from different cultural backgrounds.
* Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
* Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

*Presentation of Knowledge and Ideas*

* Describe familiar people, places, things and events and, with prompting and support, provide additional detail.
* Add drawings or other visual displays to descriptions as desired to provide additional detail.
* Speak audibly and express thoughts, feelings and ideas clearly.

**Language**

*Conventions of Standard English*

* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
	+ Print many upper- and lowercase letters.
	+ Use frequently occurring nouns and verbs.
	+ Form regular plural nouns orally by adding /s/ or/es/ (e.g., dog, dogs; wish, wishes).
	+ Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	+ Use the most frequently occurring prepositions (e.g., to, from, I, out, on, off, for, of, by, with).
	+ Produce and expand complete sentences in shared language activities.
* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	+ Capitalize the first word in a sentence and the pronoun I.
	+ Recognize and name end punctuation.
	+ Write a letter or letters for most consonant and short-vowel sounds (phonemes).
	+ Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

*Vocabulary Acquisition and Use*

* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	+ Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	+ Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
* With guidance and support from adults, explore word relationships and nuances in word meanings.
	+ Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	+ Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	+ Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	+ Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
* Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Foundational Skills**

*Print Concepts*

* Demonstrate understanding of the organization and basic features of print.
	+ Follow words from left to right, top to bottom, and page by page.
	+ Recognize that spoken words are represented in written language by specific sequences of letters.
	+ Understand that words are separated by spaces in print.
	+ Recognize and name all upper- and lowercase letters of the alphabet.

*Phonological Awareness*

* Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	+ Recognize and produce rhyming words.
	+ Count, pronounce, blend, and segment syllables in spoken words.
	+ Blend and segment onsets and rimes of single –syllable spoken words.
	+ Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not included CVCs ending with/l/,/x/, or/r/).
	+ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

*Phonics and Word Recognition*

* Know and apply grade-level phonics and word analysis skills in decoding words.
1. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.
2. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
3. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
4. Distinguish between similarly spelled words by identifying the

sounds of the letters that differ.

Fluency:

* Read emergent-reader texts with purpose and understanding.

**What am I REALLY grading on the report card?**

**STANDARDS AT A GLANCE**

**1st Grade CCLS**

**Reading:**  Blue=Literature; Orange=Informational

Key Ideas and Details:

* Ask and answer questions about key details in a text.
* Retell stories, including key details, and demonstrate understanding of their central message or lesson.
* Describe characters, settings, and major events in a story, using key details.
* Ask and answer questions about key details in a text.
* Identify the main topic and retell key details of a text.
* Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:

* Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
* Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
* Identify who is telling the story at various points in a text.
* Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
* Know and use various text features (e.g., headings, tables of contents, glossaries electronic menus, icons) to locate key facts or information in a text.
* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and ideas:

* Use illustrations and details in a story to describe its characters, setting or events.
* Compare and contract the adventures and experiences of characters in stories.
1. With prompting and support, students will make cultural connections to text and self.
* Use the illustrations and details in a text to describe its key ideas.
* Identify the reasons an author gives to support points in a text.
* Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

* With prompting and support, read prose and poetry of appropriate complexity for grade 1;

Responding to Literature

* Make connections between self, text and the world around them (text, media, social interaction).

**Writing**

Text Types and Purposes:

* Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some senses of closure.
* Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
* Write narratives in which they recount two or more appropriately sequences events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing:

* With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
* With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

 Research to Build and Present Knowledge:

* Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.
* With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Responding to Literature:

* Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

**Speaking and Listening**

Comprehension and Collaboration:

* Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
2. Build on others’ talk in conversations by responding to comments of others through multiple exchanges.
3. Ask questions to clear up any confusion about the topics and texts under discussion.
4. Seek to understand and communicate with individuals from different cultural background.
* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
* Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

* Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
* Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations).

**Language**

Conventions of Standard English:

* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1. Print all upper- and lowercase letters.
2. Use common, proper, and possessive nouns.
3. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
4. Use personal, possessive and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).
5. Use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
6. Use frequently occurring adjectives.
7. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
8. Use determiners (e.g. articles, demonstratives).
9. Use frequently occurring prepositions (e.g., during, beyond, toward).
10. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1. Capitalize dates and names of people.
2. Use end punctuation for sentences.
3. Use commas in dates and to separate single words in a series.
4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
5. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use:

* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Use frequently occurring affixes as a clue to the meaning of a word.
3. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g. looks, looked, looking).
* With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
2. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
3. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
4. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
* Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**Foundational Skills**

Print concepts:

* Demonstrate understanding of the organization and basic features of print.
1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.

Phonological Awareness:

* Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
1. Distinguish long from short vowel sounds in spoken single-syllable words.
2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

* Know and apply grade-level phonics and word analysis skills in decoding words.
1. Know the spelling-sound correspondences for common consonant digraphs.
2. Decode regularly spelled one-syllable words.
3. Know final –e and common vowel team convention s for representing long vowel sounds.
4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
5. Decode two-syllable words following basic patterns by breaking the words into syllables.
6. Read words with inflectional endings.
7. Recognize and read grade-appropriate irregularly spelled words.

Fluency:

* + Read with sufficient accuracy and fluency to support comprehension.
1. Read grade-level text with purpose and understanding
2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct work recognition and understanding, rereading when necessary.