

**Tuscaloosa County School System K-2 Report Card Rubric
First Grade**

Proficient – Independently meets standards

Emerging – Requires support from the teacher and some scaffolding is necessary. (SRIP students meeting their goals.)

****Students do not have to have a SRIP to be emerging. Scaffolding may be necessary for new standards being introduced and taught**

Intensive – Requires support. If a student has a SRIP in an area and they are not meeting their goal, they are considered intensive.

*****This rubric does not include prompting and support standards. It only includes what students should be able to do on grade level by the end of the school year.**

Content Subarea	Proficient	Emerging	Intensive	Not Taught
Oral Language	<p>Students can independently</p> <p>1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.</p> <p>2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.</p>	<p>With strategic support, students can</p> <p>1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.</p> <p>2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.</p>	<p>With intensive support, students can</p> <p>1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.</p> <p>2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.</p>	

	<p><i>Examples: read-alouds, oral dramatic activities</i></p> <p>3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.</p> <p>4. Present information orally using complete sentences and appropriate volume.</p> <p>a. Orally describe people, places, things, and events, expressing ideas with relevant details.</p>	<p><i>Examples: read-alouds, oral dramatic activities</i></p> <p>3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.</p> <p>4. Present information orally using complete sentences and appropriate volume.</p> <p>a. Orally describe people, places, things, and events, expressing ideas with relevant details.</p>	<p><i>Examples: read-alouds, oral dramatic activities</i></p> <p>3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.</p> <p>4. Present information orally using complete sentences and appropriate volume.</p> <p>a. Orally describe people, places, things, and events, expressing ideas with relevant details.</p>	
Concepts of Print	<p>Students can independently</p> <p>5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).</p>	<p>With strategic support, students can</p> <p>5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).</p>	<p>With intensive support, students can</p> <p>5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).</p>	

	a. Explain the roles of author(s) and illustrator(s).	a. Explain the roles of author(s) and illustrator(s).	a. Explain the roles of author(s) and illustrator(s).	
Phonological Awareness/Phonemic Awareness	<p>Students can independently</p> <p>6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.</p> <p>a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.</p> <p><i>Examples: par-ti-cu-lar, cer-ti-fi-cate</i></p> <p>b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.</p> <p>c. Produce alliterative words.</p>	<p>With Strategic support, students can</p> <p>6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.</p> <p>a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.</p> <p><i>Examples: par-ti-cu-lar, cer-ti-fi-cate</i></p> <p>b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.</p> <p>c. Produce alliterative words.</p>	<p>With intensive support, students can</p> <p>6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.</p> <p>a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.</p> <p><i>Examples: par-ti-cu-lar, cer-ti-fi-cate</i></p> <p>b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.</p> <p>c. Produce alliterative words.</p>	

	<p>d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.</p> <p>e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.</p> <p><i>Examples: pan to pant; flight to light; cat to cap</i></p> <p>f. Distinguish long from short vowel sounds in spoken, single-syllable words.</p> <p>g. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.</p>	<p>d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.</p> <p>e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.</p> <p><i>Examples: pan to pant; flight to light; cat to cap</i></p> <p>f. Distinguish long from short vowel sounds in spoken, single-syllable words.</p> <p>g. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.</p>	<p>d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.</p> <p>e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.</p> <p><i>Examples: pan to pant; flight to light; cat to cap</i></p> <p>f. Distinguish long from short vowel sounds in spoken, single-syllable words.</p> <p>g. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.</p>	
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	<p><i>Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ě/ and /ā/, /ě/ and /ǎ/</i></p> <p><i>Note: This is extremely important as a foundational phonemic awareness skill for all learners.</i></p> <p>h. Identify the sound substitution in words with five to six phonemes.</p> <p><i>Example: strips/straps, square/squire</i></p>	<p><i>Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ě/ and /ā/, /ě/ and /ǎ/</i></p> <p><i>Note: This is extremely important as a foundational phonemic awareness skill for all learners.</i></p> <p>h. Identify the sound substitution in words with five to six phonemes.</p> <p><i>Example: strips/straps, square/squire</i></p>	<p><i>Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ě/ and /ā/, /ě/ and /ǎ/</i></p> <p><i>Note: This is extremely important as a foundational phonemic awareness skill for all learners.</i></p> <p>h. Identify the sound substitution in words with five to six phonemes.</p> <p><i>Example: strips/straps, square/squire</i></p>	
Phonics	<p>Students can independently</p> <p>7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within</p>	<p>With strategic support, students can</p> <p>7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within</p>	<p>With intensive support, students can</p> <p>7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within</p>	

	<p>decodable, grade-appropriate texts.</p> <p>a. Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels. <i>Examples: x= /ks/; q=/kw/; a=/ă/ and /ā/, s= /s/ and /z/</i></p> <p>b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.</p> <p><i>Note : Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.</i></p> <p>c. Decode words with digraphs, trigraphs, and combinations, including</p>	<p>decodable, grade-appropriate texts.</p> <p>a. Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels. <i>Examples: x= /ks/; q=/kw/; a=/ă/ and /ā/, s= /s/ and /z/</i></p> <p>b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.</p> <p><i>Note : Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.</i></p> <p>c. Decode words with digraphs, trigraphs, and combinations, including</p>	<p>decodable, grade-appropriate texts.</p> <p>a. Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels. <i>Examples: x= /ks/; q=/kw/; a=/ă/ and /ā/, s= /s/ and /z/</i></p> <p>b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.</p> <p><i>Note : Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.</i></p> <p>c. Decode words with digraphs, trigraphs, and combinations, including</p>	
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	<p>digraphs <i>ck, sh, th, ch</i> , <i>wh, ph, ng</i> , <i>trigraphs</i> <i>tch</i> and <i>dge</i>, and combination <i>qu</i>.</p> <p><i>Note: Some</i> <i>programs/experts call</i> <i>wh a combination,</i> <i>others call it a digraph.</i> <i>Use common language</i> <i>across the</i> <i>school/district.</i></p> <p>d. Decode words with a after w read /ä/ and a before l read /â/.</p> <p><i>Examples: wash, water,</i> <i>wasp; tall, all, talk,</i> <i>small, fall</i></p> <p>f. Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one- syllable words and the long /ē/ sound in two- syllable words, and words with vowel y in medial position,</p>	<p>digraphs <i>ck, sh, th, ch</i> , <i>wh, ph, ng</i> , <i>trigraphs</i> <i>tch</i> and <i>dge</i>, and combination <i>qu</i>.</p> <p><i>Note: Some</i> <i>programs/experts call</i> <i>wh a combination,</i> <i>others call it a digraph.</i> <i>Use common language</i> <i>across the</i> <i>school/district.</i></p> <p>d. Decode words with a after w read /ä/ and a before l read /â/.</p> <p><i>Examples: wash, water,</i> <i>wasp; tall, all, talk,</i> <i>small, fall</i></p> <p>f. Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one- syllable words and the long /ē/ sound in two- syllable words, and words with vowel y in medial position,</p>	<p>digraphs <i>ck, sh, th, ch</i> , <i>wh, ph, ng</i> , <i>trigraphs</i> <i>tch</i> and <i>dge</i>, and combination <i>qu</i>.</p> <p><i>Note: Some</i> <i>programs/experts call</i> <i>wh a combination,</i> <i>others call it a digraph.</i> <i>Use common language</i> <i>across the</i> <i>school/district.</i></p> <p>d. Decode words with a after w read /ä/ and a before l read /â/.</p> <p><i>Examples: wash, water,</i> <i>wasp; tall, all, talk,</i> <i>small, fall</i></p> <p>f. Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one- syllable words and the long /ē/ sound in two- syllable words, and words with vowel y in medial position,</p>	
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	<p>producing the short /ɪ/ sound for these words.</p> <p><i>Examples: fly, my; baby, happy; myth, gym</i></p> <p>g. Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur . h.</p> <p>n. Decode contractions with am, is, has , and not.</p> <p><i>Examples: I'm, he's, she's, isn't, don't</i></p> <p>o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p> <p><i>Examples: saw, all, made, can, his, walk, let, open, time</i></p>	<p>producing the short /ɪ/ sound for these words.</p> <p><i>Examples: fly, my; baby, happy; myth, gym</i></p> <p>g. Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur . h.</p> <p>n. Decode contractions with am, is, has , and not.</p> <p><i>Examples: I'm, he's, she's, isn't, don't</i></p> <p>o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p> <p><i>Examples: saw, all, made, can, his, walk, let, open, time</i></p>	<p>producing the short /ɪ/ sound for these words.</p> <p><i>Examples: fly, my; baby, happy; myth, gym</i></p> <p>g. Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur . h.</p> <p>n. Decode contractions with am, is, has , and not.</p> <p><i>Examples: I'm, he's, she's, isn't, don't</i></p> <p>o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p> <p><i>Examples: saw, all, made, can, his, walk, let, open, time</i></p>	
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<p>Fluency</p>	<p>Students can independently</p> <p>8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.</p> <p>9. Read grade-appropriate texts with accuracy and fluency.</p> <p>a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.</p> <p>b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.</p> <p>c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.</p>	<p>With strategic support, students can</p> <p>8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.</p> <p>9. Read grade-appropriate texts with accuracy and fluency.</p> <p>a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.</p> <p>b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.</p> <p>c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.</p>	<p>With intensive support, students can</p> <p>8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.</p> <p>9. Read grade-appropriate texts with accuracy and fluency.</p> <p>a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.</p> <p>b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.</p> <p>c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.</p>	
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	<p><i>Example: Pause between stanzas and between lines where punctuation indicates.</i></p> <p>10. Read high-frequency words commonly found in grade-appropriate text.</p> <p><i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately and independently three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a</i></p>	<p><i>Example: Pause between stanzas and between lines where punctuation indicates.</i></p> <p>10. Read high-frequency words commonly found in grade-appropriate text.</p> <p><i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately and independently three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a</i></p>	<p><i>Example: Pause between stanzas and between lines where punctuation indicates.</i></p> <p>10. Read high-frequency words commonly found in grade-appropriate text.</p> <p><i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately and independently three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a</i></p>	
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	<i>whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i>	<i>whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i>	<i>whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i>	
Vocabulary	<p>Students can independently</p> <p>11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.</p> <p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p> <p>12. Ask and answer questions about unfamiliar words and</p>	<p>With strategic support, students can</p> <p>11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.</p> <p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p> <p>12. Ask and answer questions about unfamiliar words and</p>	<p>With intensive support, students can</p> <p>11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.</p> <p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p> <p>12. Ask and answer questions about unfamiliar words and</p>	

	<p>phrases in discussions and/or text.</p> <p>a. Identify possessives and plurals and use them as clues to the meaning of text.</p> <p><i>Example: Jack's coat, mom's car; pigs, pig's, pigs'</i></p> <p>b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.</p> <p><i>Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -ed changes a verb to past tense.</i></p>	<p>phrases in discussions and/or text.</p> <p>a. Identify possessives and plurals and use them as clues to the meaning of text.</p> <p><i>Example: Jack's coat, mom's car; pigs, pig's, pigs'</i></p> <p>b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.</p> <p><i>Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -ed changes a verb to past tense.</i></p>	<p>phrases in discussions and/or text.</p> <p>a. Identify possessives and plurals and use them as clues to the meaning of text.</p> <p><i>Example: Jack's coat, mom's car; pigs, pig's, pigs'</i></p> <p>b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.</p> <p><i>Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -ed changes a verb to past tense.</i></p>	
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	<p>c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <p><i>Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk . Discuss synonyms and antonyms.</i></p> <p>13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.</p> <p>14. Sort and categorize groups of words or pictures based on meaning, and label each category.</p>	<p>c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <p><i>Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk . Discuss synonyms and antonyms.</i></p> <p>13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.</p> <p>14. Sort and categorize groups of words or pictures based on meaning, and label each category.</p>	<p>c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <p><i>Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk . Discuss synonyms and antonyms.</i></p> <p>13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.</p> <p>14. Sort and categorize groups of words or pictures based on meaning, and label each category.</p>	
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	<p><i>Examples: colors, clothes, animals with wings</i></p> <p>15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.</p> <p>16. Use grade-appropriate academic vocabulary in speaking and writing.</p>	<p><i>Examples: colors, clothes, animals with wings</i></p> <p>15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.</p> <p>16. Use grade-appropriate academic vocabulary in speaking and writing.</p>	<p><i>Examples: colors, clothes, animals with wings</i></p> <p>15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.</p> <p>16. Use grade-appropriate academic vocabulary in speaking and writing.</p>	
Comprehension	<p>Students can independently</p> <p>17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.</p> <p>18. Manipulate words and/or phrases to create simple sentences, including declarative</p>	<p>With strategic support, students can</p> <p>17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.</p> <p>18. Manipulate words and/or phrases to create simple sentences, including declarative</p>	<p>With intensive support, students can</p> <p>17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.</p> <p>18. Manipulate words and/or phrases to create simple sentences, including declarative</p>	

	<p>and interrogative, to help build syntactic awareness and comprehension at the sentence level.</p> <p>19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</p> <p>20. Use text features to locate key facts or information in printed or digital text.</p> <p><i>Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations</i></p> <p>21. Identify the main topic and key details of literary and informational texts.</p> <p>22. Ask and answer questions about key details in literary and informational texts.</p>	<p>and interrogative, to help build syntactic awareness and comprehension at the sentence level.</p> <p>19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</p> <p>20. Use text features to locate key facts or information in printed or digital text.</p> <p><i>Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations</i></p> <p>21. Identify the main topic and key details of literary and informational texts.</p> <p>22. Ask and answer questions about key details in literary and informational texts.</p>	<p>and interrogative, to help build syntactic awareness and comprehension at the sentence level.</p> <p>19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</p> <p>20. Use text features to locate key facts or information in printed or digital text.</p> <p><i>Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations</i></p> <p>21. Identify the main topic and key details of literary and informational texts.</p> <p>22. Ask and answer questions about key details in literary and informational texts.</p>	
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	<p>23. Identify and describe the main story elements in a literary text.</p> <p>a. Describe the characters and settings, using illustrations and textual evidence from a story.</p> <p>b. Retell the plot or sequence of major events in chronological order.</p> <p>24. Identify who is telling the story, using evidence from the text.</p> <p>a. Use the term narrator to refer to the speaker who is telling the story.</p> <p>25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.</p>	<p>23. Identify and describe the main story elements in a literary text.</p> <p>a. Describe the characters and settings, using illustrations and textual evidence from a story.</p> <p>b. Retell the plot or sequence of major events in chronological order.</p> <p>24. Identify who is telling the story, using evidence from the text.</p> <p>a. Use the term narrator to refer to the speaker who is telling the story.</p> <p>25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.</p>	<p>23. Identify and describe the main story elements in a literary text.</p> <p>a. Describe the characters and settings, using illustrations and textual evidence from a story.</p> <p>b. Retell the plot or sequence of major events in chronological order.</p> <p>24. Identify who is telling the story, using evidence from the text.</p> <p>a. Use the term narrator to refer to the speaker who is telling the story.</p> <p>25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.</p>	
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	<p>27. Make predictions using information found within a literary text.</p> <p>28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.</p> <p>29. Compare and contrast texts.</p> <p>a. Compare and contrast characters, settings, and major events in literary texts.</p> <p>b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.</p> <p>c. Point out similarities and differences between two texts on the same topic.</p>	<p>27. Make predictions using information found within a literary text.</p> <p>28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.</p> <p>29. Compare and contrast texts.</p> <p>a. Compare and contrast characters, settings, and major events in literary texts.</p> <p>b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.</p> <p>c. Point out similarities and differences between two texts on the same topic.</p>	<p>27. Make predictions using information found within a literary text.</p> <p>28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.</p> <p>29. Compare and contrast texts.</p> <p>a. Compare and contrast characters, settings, and major events in literary texts.</p> <p>b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.</p> <p>c. Point out similarities and differences between two texts on the same topic.</p>	
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Writing	<p>The students can independently</p> <p>30. Write legibly, using proper pencil grip. a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.</p> <p>b. Print first and last names using proper letter formation, capitalization, and punctuation.</p> <p><i>Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker</i></p> <p>c. Use lower case letters in the majority of written work, using capitals only when appropriate.</p> <p>d. Write letters of the English alphabet in alphabetical order from memory.</p>	<p>With strategic support, the students can</p> <p>30. Write legibly, using proper pencil grip. a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.</p> <p>b. Print first and last names using proper letter formation, capitalization, and punctuation.</p> <p><i>Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker</i></p> <p>c. Use lower case letters in the majority of written work, using capitals only when appropriate.</p> <p>d. Write letters of the English alphabet in alphabetical order from memory.</p>	<p>With intensive support, the students can</p> <p>30. Write legibly, using proper pencil grip. a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.</p> <p>b. Print first and last names using proper letter formation, capitalization, and punctuation.</p> <p><i>Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker</i></p> <p>c. Use lower case letters in the majority of written work, using capitals only when appropriate.</p> <p>d. Write letters of the English alphabet in alphabetical order from memory.</p>	
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	<p>31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.</p> <p><i>Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck</i></p> <p>b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.</p>	<p>31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.</p> <p><i>Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck</i></p> <p>b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.</p>	<p>31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.</p> <p><i>Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck</i></p> <p>b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.</p>	
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	<p><i>Examples: he, me, she, go, no</i></p> <p>c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.</p> <p><i>Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl</i></p> <p><i>Note: Many students spell the tr blend with digraph ch because of the confusion of the coarticulation of the /t/ and /r/ sounds. Many students spell the dr blend with the letter j because of the confusion of the coarticulation of the /d/ and /r/ sounds.</i></p>	<p><i>Examples: he, me, she, go, no</i></p> <p>c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.</p> <p><i>Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl</i></p> <p><i>Note: Many students spell the tr blend with digraph ch because of the confusion of the coarticulation of the /t/ and /r/ sounds. Many students spell the dr blend with the letter j because of the confusion of the coarticulation of the /d/ and /r/ sounds.</i></p>	<p><i>Examples: he, me, she, go, no</i></p> <p>c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.</p> <p><i>Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl</i></p> <p><i>Note: Many students spell the tr blend with digraph ch because of the confusion of the coarticulation of the /t/ and /r/ sounds. Many students spell the dr blend with the letter j because of the confusion of the coarticulation of the /d/ and /r/ sounds.</i></p>	
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	<p>d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.</p> <p><i>Examples: sh, th, ch, wh, ng, ck</i></p> <p>e. Encode words with vowel-consonant-e syllable patterns.</p> <p><i>Examples: hike, spike, joke, dime, make</i></p> <p>j. Encode words with final /v/ sound, using knowledge that no English word ends with a v.</p> <p><i>Examples: have, give, save</i></p> <p>k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.</p>	<p>d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.</p> <p><i>Examples: sh, th, ch, wh, ng, ck</i></p> <p>e. Encode words with vowel-consonant-e syllable patterns.</p> <p><i>Examples: hike, spike, joke, dime, make</i></p> <p>j. Encode words with final /v/ sound, using knowledge that no English word ends with a v.</p> <p><i>Examples: have, give, save</i></p> <p>k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.</p>	<p>d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.</p> <p><i>Examples: sh, th, ch, wh, ng, ck</i></p> <p>e. Encode words with vowel-consonant-e syllable patterns.</p> <p><i>Examples: hike, spike, joke, dime, make</i></p> <p>j. Encode words with final /v/ sound, using knowledge that no English word ends with a v.</p> <p><i>Examples: have, give, save</i></p> <p>k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.</p>	
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	<p><i>Examples: am, at, can, he, we, be, in, it, came, like</i></p> <p>1. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position , pointing out the part of the word that does not follow the regular pattern.</p> <p><i>Examples: said, are, to m. Encode words with suffixes -s, -es, -ing, -ed, -er, and -est.</i></p> <p><i>Examples: dogs, wishes, jumping, jumped, faster, fastest</i></p> <p>32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p><i>Examples: am, at, can, he, we, be, in, it, came, like</i></p> <p>1. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position , pointing out the part of the word that does not follow the regular pattern.</p> <p><i>Examples: said, are, to m. Encode words with suffixes -s, -es, -ing, -ed, -er, and -est.</i></p> <p><i>Examples: dogs, wishes, jumping, jumped, faster, fastest</i></p> <p>32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p><i>Examples: am, at, can, he, we, be, in, it, came, like</i></p> <p>1. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position , pointing out the part of the word that does not follow the regular pattern.</p> <p><i>Examples: said, are, to m. Encode words with suffixes -s, -es, -ing, -ed, -er, and -est.</i></p> <p><i>Examples: dogs, wishes, jumping, jumped, faster, fastest</i></p> <p>32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	
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	<p>a. Identify the required features of a sentence, including capitalization of the first word and end punctuation.</p> <p>b. Transcribe spoken words to demonstrate that print represents oral language.</p> <p>c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.</p> <p>e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.</p> <p>f. Begin each sentence with a capital letter.</p> <p>g. Capitalize the pronoun I and names of individuals.</p> <p>h. Use commas in dates and words in a series.</p>	<p>a. Identify the required features of a sentence, including capitalization of the first word and end punctuation.</p> <p>b. Transcribe spoken words to demonstrate that print represents oral language.</p> <p>c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.</p> <p>e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.</p> <p>f. Begin each sentence with a capital letter.</p> <p>g. Capitalize the pronoun I and names of individuals.</p> <p>h. Use commas in dates and words in a series.</p>	<p>a. Identify the required features of a sentence, including capitalization of the first word and end punctuation.</p> <p>b. Transcribe spoken words to demonstrate that print represents oral language.</p> <p>c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.</p> <p>e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.</p> <p>f. Begin each sentence with a capital letter.</p> <p>g. Capitalize the pronoun I and names of individuals.</p> <p>h. Use commas in dates and words in a series.</p>	
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	33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.	33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.	33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.	
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