

Grade 1 English/Language Arts

Performance Rubric

<i>ELA Content Areas</i>
Reading: Foundational Skills
Reading: Literature
Reading: Informational Text
Writing
Speaking and Listening
Language

Reading: Foundational Skills (RF.1.1)

➤ Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundational skills

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support in recognizing the distinguishing features of a sentence	Making progress with teacher support and/or may be inconsistent in recognizing the distinguishing features of a sentence	Independently able to <ul style="list-style-type: none">Recognize the distinguishing features of a sentence	Demonstrates all of the criteria for a “Meets” as well as demonstrating ability to create some complex sentences complete with proper punctuation.

Reading: Foundational Skills (RF.1.2)

- Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1,2,-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> A. Distinguish long from short vowel sounds in spoken single-syllable words B. Orally produce single syllable words by blending sounds, including consonant blends C. (Both A & B above) and Isolate and produce initial, medial vowel, and final sounds in spoken single-syllable words D. (A-C and) Segment spoken single-syllable words into their complete sequence of individual sounds 	NEED TO DECIDE ON SOMETHING HERE

Reading: Foundational Skills (RF.1.3)

➤ Know and apply grade-level phonics and word analysis skills in decoding words

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Know the spelling-sound correspondences for common consonant digraphs B. Decode regularly spelled one-syllable words C. Know final-e and common vowel team conventions for representing long vowel sounds D. Distinguish long and short vowels when reading regularly spelled one-syllable words E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound	NEED TO DECIDE ON SOMETHING HERE

Reading: Foundational Skills (RF.1.4)

➤ Read with sufficient accuracy and fluency to support comprehension

Trimester	1: Needs Improvement	2: Progressing	3: Meets	DRA Level	4: Excels
1, 2, 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Read grade-level text with purpose and understanding B. Read grade-level text orally with accuracy, appropriate rate, and expression C. (All) Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Trimester 1 8 Trimester 2 14 Trimester 3 18	Independently able to <ul style="list-style-type: none"> Read above grade-level text with purpose and understanding Read above grade-level text orally with accuracy, appropriate rate, and expression Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading: Literature (RL.1.1)

➤ Ask & answer questions about key details in a text

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <ul style="list-style-type: none">• Understand what key details in the text are• Determine what key details are in a text• Recall key details of texts• Ask and answer questions about key details• Ask and prompt who, what where, when, why and how regarding details of a text• Answer when prompted and use key details from the text• Ask and answer questions about key details, with support	<p>Independently able demonstrate all criteria for a “meets” and to ask and answer thoughtful and inferential questions about key details in the text</p>

Reading: Literature (RL.1.2)

- Retell stories, including key details, and demonstrating understanding of their central message or lesson

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	<p>Making limited progress with significant teacher support in</p> <ul style="list-style-type: none"> Identifying the key details of a story Retelling stories in their words capturing the key details Explaining the story's central idea or message 	<p>Making progress with teacher support and/or may be inconsistent in</p> <ul style="list-style-type: none"> Identifying the key details of a story Retelling stories in their words capturing the key details Explaining the story's central idea or message 	<p>Independently able to</p> <ul style="list-style-type: none"> Identify the key details of a story Retell stories in their words capturing the key details Explain the story's central idea or message 	<p>Independently able to</p> <ul style="list-style-type: none"> Identify the key details of a story Retell stories in their words capturing the key details Explain the story's central idea or message <p>in above grade-level or complex texts</p>

Reading: Literature (1.3)

➤ Describes a character, settings, and major event(s) in a story, using key details

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2	<p>Making limited progress with significant teacher support in</p> <ul style="list-style-type: none"> describing a character using key details describing settings using key details describing major events using key details 	<p>Making progress with teacher support and/or may be inconsistent in</p> <ul style="list-style-type: none"> describing a character using key details describing settings using key details describing major events using key details 	<p>Independently able to</p> <ul style="list-style-type: none"> describe a character using key details describe settings using key details describe major events using key details 	<p>Independently and consistently able to</p> <ul style="list-style-type: none"> describe a character using key details describe settings using key details describe major events using key details <p>in above grade-level and complex texts</p>
3				

Reading: Literature (RL.1.4)

➤ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support in identifying words and phrases in stories or poems that suggest feelings or appeal to the senses	Making progress with teacher support and/or may be inconsistent in identifying words and phrases in stories or poems that suggest feelings or appeal to the senses	Independently able to <ul style="list-style-type: none">Recognize feeling words and phrases in textRecognize sensory words in text	Independently and consistently able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses in above grade-level and complex leveled texts

Reading: Literature (RL.1.5)

- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> • Read a variety of narrative and informational texts • Identify the traits of narrative texts and informational texts • Compare and contrast narrative and informational text, focusing on how they are different • Explain the differences between narrative and informational texts 	NEED TO DECIDE ON SOMETHING HERE
2-3				

Reading: Literature (RL.1.6)

➤ Identify who is telling the story at various points in the text

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	<p>Making limited progress with significant teacher support in</p> <ul style="list-style-type: none"> Explaining the function of a narrator Determining the narrator who is telling a story Identifying when a narrator changes 	<p>Making progress with teacher support and/or may be inconsistent in</p> <ul style="list-style-type: none"> Explaining the function of a narrator Determining the narrator who is telling a story Identifying when a narrator changes 	<p>Independently able to</p> <ul style="list-style-type: none"> Explain the function of a narrator Determine the narrator who is telling a story Identify when a narrator changes 	<p>Independently and consistently able to</p> <ul style="list-style-type: none"> Explain the function of a narrator Determine the narrator who is telling a story Identify when a narrator changes in complex text
2-3				

Reading: Literature (RL.1.7)

➤ Use illustrations and details in a story to describe its characters, setting, or events

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Interpret illustrations to develop a better understanding of the story● Identify an illustration that helps to describe the character, setting, or events● Explain how illustrations describe important story elements● Identify story details that describe story elements● Describe elements of the story using story details	Demonstrates all of the criteria for a “Meets” as well as NEED Excels HERE

Reading: Literature (RL.1.9)

➤ RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> Identify the characters in stories Describe characters' experiences in the stories Identify similarities and differences in characters' experiences in stories Identify similarities and differences in what happened to the characters Determine how characters solve problems 	Demonstrates all of the criteria for a "Meets" as well as NEED Excels HERE

Reading: Literature (RL.1.10)

- With prompting and support, read and comprehend stories and poetry at grade level complexity or above

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent NEED ALTERNATE WORDING HERE	Able to <ul style="list-style-type: none">Participate in group reading activities Articulate the purpose of the group reading activitiesModel and develop engaging reading habits that lead to reading texts independently	Demonstrates all of the criteria for a “Meets” as well as NEED Excels HERE

Reading: Informational (RI.1.1)

➤ Ask & answer questions about key details in a text

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <ul style="list-style-type: none">• Understand what key details in the text are• Determine what key details are in a text• Recall key details of texts• Ask and answer questions about key details• Ask and prompt who, what where, when, why and how regarding details of a text• Answer when prompted and use key details from the text• Ask and answer questions about key details, with support	Independently able demonstrate all criteria for a “meets” and to ask and answer thoughtful and inferential questions about key details in the text

Reading: Informational Text (RI.1.2)

➤ Identify the main topic and retell key details of a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able: <ul style="list-style-type: none">● Identify the key details of a text● Retell texts in their own words capturing the key details● Identify the main topic of the text	NEED AN Excels

Reading: Informational Text (RI.1.3)

➤ Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Identify the key people, events, ideas, or information in a textExplain how two individuals, events, ideas or pieces of information are linked	NEED AN Excels

Reading: Informational Text (RI.1.4)

➤ Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to Identify words in text where the meaning is unclear or unknown <ul style="list-style-type: none">Ask and answer questions to help understand what words and phrases mean in the textProvide a statement or other expression that shows understanding of unknown words in a informational text, using text contentUse strategies when faced with an unknown word	NEED AN Excels

Reading: Informational Text (RI.1.5)

- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or details

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support in	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Determine what text features help locate important informationUse headings to help understand text Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc.)	Independently and consistently NEED AN Excels
2-3				

Reading: Informational Text (RI.1.6)

- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent i	Independently able to <ul style="list-style-type: none"> • Determine the difference between information gained by examining pictures and information gained from the words in the text • Identify the difference between what pictures show and what the words in the text say 	NEED AN Excels
3				

Reading: Informational Text (RI.1.7)

➤ Use illustrations and details in a text to describe its key details.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent support	Independently able to <ul style="list-style-type: none">Interpret illustrations to develop a better understanding of the text Identify an illustration that helps describe the key detailsExplain how illustrations describe important key detailsDescribe a text using the details	Independently and consistently NEED AN Excels

Reading: Informational Text (RI.1.8)

➤ Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Identify the key points an author is making in a textRecognize the author's reasoning by finding support within the textExplain how this information is useful, with scaffolding, as needed	Independently and consistently able to NEED AN Excels

Reading: Informational Text (RI.1.9)

- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Describe texts that are read, using various points (e.g., pictures, descriptions, etc)Identify the similarities and differences of two texts on the same topicUse various points of comparison (e.g., pictures, descriptions, etc)	Independently and consistently able to NEED AN Excels

Reading: Informational Text (RI.1.10)

➤ With prompting and support, read informational texts at grade level complexity or above

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent NEED ALTERNATE WORDING HERE	Able to <ul style="list-style-type: none"> Participate in group reading activities Articulate the purpose of the group reading activities Model and develop engaging reading habits that lead to reading texts independently 	Demonstrates all of the criteria for a “Meets” as well as NEED Excels HERE

Writing (W.1.1)

- 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 sense of closure

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Introduce the topic Express an opinion on the topic● Include a reason to support the opinion● Include a closing statement or section● Reflect on writing and make changes● Add descriptive words and details● Attempt to recognize and correct spelling, grammar and punctuation errors	Independently and consistently able to meet most or all components for writing a quality opinion piece (introduce a clearly stated opinion, sample reasons to support the opinion, smooth transitions from one opinion to the next, and a conclusion); writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing

Writing (W.1.2)

- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Able to <ul style="list-style-type: none">• Discern facts from opinion• Introduce a topic that is well known• Include some facts about a topic• Write a closing statement	Independently and consistently able to meet most or all components (topic, development of relevant information, text features, and a concluding statement) for informational writing; writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing
3				

Writing (W.1.3)

- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">• Tell events in a sequence• Describe events using details• Use sequence words to show order of events (e.g., now, when, then)• End with a closing sentence• Explain what was written when questions are asked by adults and peers• Reflect on writing and make change• Add descriptive words and details• Attempt to recognize and correct spelling, grammar and punctuation errors	Independently and consistently able to meet most or all components for writing a quality narrative piece (developing real or imagined characters, using descriptive details, conveying clear sequences); writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing
2-3				

Writing 4

➤ Begins in 3rd

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels

Writing (W.1.5)

- With guidance & support from adults, focus on a topic, respond to questions and suggestions from peers & self-reflection, & add details to strengthen writing and ideas as needed.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to: <ul style="list-style-type: none">• Respond to adults' and peers' (conferences and writing partner) questions and suggestions• Reflect on writing and make changes• Add descriptive words and details• Recognize and correct spelling, grammar and punctuation errors	Independently and consistently able to meet most or all components of a meets, and also demonstrates above average reflection and ability to add enhancing details

Writing (w.1.6)

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Use technology to create and publish writing, with support when necessaryUse technology to collaborate with peers, with adult support when necessary	Need language

Writing (W.1.7)

- 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).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	independently able to <ul style="list-style-type: none">Understand their role in the shared projectsContribute to the project from beginning to endUse graphic organizers to aid in collaboration	DO WE NEED THIS?

Writing (W.1.8)

➤ With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able <ul style="list-style-type: none">• Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions• Take notes on the key details of provided information• Read provided information to answer research questions and take notes• Recall from their own background knowledge to answer research questions	Independently able to recall and organize information from experience or gather detailed information from print or electronic sources; able to take brief notes from these sources and sort evidence into provided categories

Writing (1.9)

Begins in 4th grade

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3				

Writing (1.10)

➤ Begins in 3rd grade

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3				

Speaking and Listening (1.1)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent support	Is able to engage in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build on others' ideas and express own ideas clearly	Is able to engage in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build on others' ideas and express own ideas clearly; stay on topic, and link comments to the responses of others

Speaking and Listening (SL.1.2)

- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Able to communicate a summary of information obtained from forms of media (written text, video, audio, etc.); able to report or speak clearly on a given topic	Able to effectively communicate a summary of information obtained from forms of media (written text, video, audio, etc.); able to report or speak effectively on a given topic

Speaking and Listening (SL.1.3)

- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Able to <ul style="list-style-type: none">Practice asking questions for clarification of key detailsActively listen to presented information to answer questionsUse strategies for asking questions that are on a topicUse strategies for understanding and answering questions asked of them	

Speaking and Listening (SL.1.4)

➤ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to: <ul style="list-style-type: none">• Describe familiar people• Tell about familiar places• Describe memorable events• Explain familiar events• Report facts and details about experiences feelings and emotion	

Language (L.1.1)

➤ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Print all upper- and lowercase letters. B. Use common, proper, and possessive nouns.	Demonstrates a strong command
2			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). E. 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). F. Use frequently occurring adjectives. G. Use frequently occurring conjunctions (e.g., and, but, or, so, because). H. Use determiners (e.g., articles, demonstratives)	
3			Independently able to demonstrate ability to meet all criteria in Trimesters 1 & 2 and: I. Use frequently occurring prepositions (e.g., during, beyond, toward)	

Language (L.1.2)

➤ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Capitalize dates and names of people. B. Use end punctuation for sentences.	Consistently uses
2-3			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: C. Use commas in dates and to separate single words in a series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	

Language (1.3) Begins in 3rd Grade



Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3				

Language (1.4)

- 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.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 	

Language (L.1.5)

➤ With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. B. 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). C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Effectively uses figurative language; demonstrates a strong understanding
			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: D. 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.	

Language (L.1.6)

- 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).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<ul style="list-style-type: none">• Use vocabulary accurately in speaking and writing• Demonstrate using conjunctions in speaking and writing Listen, share and read a variety of texts• Use new words and phrases when writing, reading and responding to texts	Effectively uses figurative language; demonstrates a strong understanding