Cleveland City Schools

Elementary Standards Aligned Report Card



First Grade ELA – Reading Foundational Literacy Standards

Grade Level Standard	4- Mastery	3-On-Track	2- Approaching	1 – Below
1.FL.PC.1 Demonstrate understanding of the organization and basic features of print.				
a. Recognize the distinguishing features of a sentence such as first word, capitalization and ending punctuation.	Recognizes the distinguishing features of a sentence such as first word, capitalization, ending punctuation.	With limited support recognizes the distinguishing features of a sentence such as first word, capitalization, ending punctuation.	Inconsistently recognizes the distinguishing features of a sentence such as first word, capitalization, ending punctuation.	Unable to Recognize the distinguishing features of a sentence such as first word, capitalization, ending punctuation.
1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
2a. Distinguish long from short vowel sounds in spoken single-syllable words.	Distinguishes long from short vowel sounds in spoken single-syllable words.	With limited support distinguishes long from short vowel sounds in spoken single-syllable words.	Inconsistently distinguishes long from short vowel sounds in spoken single-syllable words.	Unable to distinguish long from short vowel sounds in spoken single-syllable words.
b. Orally produce single-syllable words by blending sounds (phonemes) in single syllable words.	Orally produces single-syllable words by blending sounds (phonemes) in single syllable words.	With limited support orally produces single-syllable words by blending sounds (phonemes) in single syllable words.	Inconsistently able to orally produce single-syllable words by blending sounds (phonemes) in single syllable words.	Unable to orally produce single-syllable words by blending sounds (phonemes) in single syllable words. syllables in spoken words.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	With limited support isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Inconsistently isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Unable to isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).	With limited support segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Inconsistently segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Unable to segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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Grade Level Standards	4-Mastery	3- On-Track	2- Approaching	1-Below
1.FL.PWR.3	Know and apply grade-level	With limited support know	Inconsistently knows and	Unable know and apply
Know and apply grade-level phonics	phonics and word analysis	and apply grade-level	applies grade-level phonics	grade-level phonics and word
and word analysis skills when	skills when decoding isolated	phonics and word analysis	and word analysis skills when	analysis skills when decoding
decoding isolated words and in	words and in connected text.	skills when decoding isolated	decoding isolated words and in	isolated words and in connected
connected text.		words and in connected text.	connected text.	text.
1.FL.PWR.3a	Know the sound-spelling	With limited support know	Inconsistently knows the	Unable to know the
Know the sound-spelling	correspondence for common	the sound-spelling	sound-spelling correspondence	sound-spelling correspondence
correspondence for common	consonant digraphs.	correspondence for common	for common consonant	for common consonant
consonant digraphs.		consonant digraphs.	digraphs.	digraphs.
1.FL.PWR.3b	Decode regularly spelled	With limited support decode	Inconsistently decoded	Unable to decode regularly
Decode regularly spelled one-syllable	one-syllable words.	regularly spelled one-syllable	regularly spelled one-syllable	spelled one-syllable words.
words.		words.	words.	
1.FL.PWR.3c	Know-the final-e and	With limited support	Inconsistently knows-the	Unable to know-the final-e and
Know-the final-e and common vowel	common vowel team	know-the final-e and	final-e and common vowel	common vowel team
team conventions for representing	conventions for representing	common vowel team	team conventions for	conventions for representing
long vowel sounds, including r-	long vowel sounds, including	conventions for representing	representing long vowel	long vowel sounds, including
controlled vowels.	r-controlled vowels.	long vowel sounds, including	sounds, including r-controlled	r-controlled vowels.
		r-controlled vowels.	vowels.	
1.FL.PWR.3d	Use knowledge that every	With limited support use	Inconsistently uses knowledge	Unable to use knowledge that
Use knowledge that every syllable	syllable must have a vowel	knowledge that every syllable	that every syllable must have a	every syllable must have a
must have a vowel sound to	sound to determine the	must have a vowel sound to	vowel sound to determine the	vowel sound to determine the
determine the number of syllables in	number of syllables in a	determine the number of	number of syllables in a	number of syllables in a printed
a printed word.	printed word.	syllables in a printed word	printed word.	word.
1.FL.PWR.3e	Decode two-syllable words	With limited support decode	Inconsistently decodes	Unable to decode two-syllable
Decode two-syllable words following	following basic patterns by	two-syllable words following	two-syllable words following	words following basic patterns
basic patterns by breaking the words	breaking the words into	basic patterns by breaking the	basic patterns by breaking the	by breaking the words into
into syllables.	syllables.	words into syllables.	words into syllables.	syllables.
1.FL.PWR.3f	Read words with inflectional	With limited support read	Inconsistently reads words	Unable to read words with
Read words with inflectional	endings.	words with inflectional	with inflectional endings.	inflectional endings.
endings.		endings.		
1.FL.PWR.3g	Recognize and read	With limited support	Inconsistently recognizes and	Unable to recognize and read
Recognize and read	grade-appropriate irregularly	recognize and read	reads grade-appropriate	grade-appropriate irregularly
grade-appropriate irregularly spelled	spelled words.	grade-appropriate irregularly	irregularly spelled words.	spelled words.
words.		spelled words.		
1.FL.PWR.3h	Read grade-level decodable	With limited support read	Inconsistently reads	Unable to read grade-level
Read grade-level decodable text with	text with purpose and	grade-level decodable text	grade-level decodable text	decodable text with purpose
purpose and understanding.	understanding.	with purpose and	with purpose and	and understanding.
		understanding.	understanding.	

Grade Level Standards	4-Mastery	3- On-Track	2- Approaching	1-Below
1.FL.WC.4	-			
Know and apply grade level phonics				
and word analysis skills when				
encoding words; write legibly.				
1.FL.WC.4	Use conventional spelling for	With limited support use	Inconsistently uses	Unable to use conventional
a. Use conventional spelling for one	one syllable words with	conventional spelling for one	conventional spelling for one	spelling for one syllable words
syllable words with common	common consonant spelling	syllable words with common	syllable words with common	with common consonant
consonant spelling patterns,	patterns, including consonant	consonant spelling patterns,	consonant spelling patterns,	spelling patterns, including
including consonant digraphs, double	digraphs, double letters, and	including consonant	including consonant digraphs,	consonant digraphs, double
letters, and initial and final consonant	initial and final consonant	digraphs, double letters, and	double letters, and initial and	letters, and initial and final
blends.	blends.	initial and final consonant	final consonant blends.	consonant blends.
		blends.		
b. Use conventional spelling for one	Use conventional spelling for	With limited support use	Inconsistently uses	Unable to use conventional
syllable words with common vowel	one syllable words with	conventional spelling for one	conventional spelling for one	spelling for one syllable words
spelling patterns including VCVe,	common vowel spelling	syllable words with common	syllable words with common	with common vowel spelling
common vowel teams, final-y, and	patterns including VCVe,	vowel spelling patterns	vowel spelling patterns	patterns including VCVe,
r-controlled vowels.	common vowel teams,	including VCVe, common	including VCVe, common	common vowel teams, final-y,
	final-y, and r-controlled	vowel teams, final-y, and	vowel teams, final-y, and	and r-controlled vowels.
	vowels.	r-controlled vowels.	r-controlled vowels.	
c. Spell words with inflectional	Spell words with inflectional	With limited support spell	Inconsistently spells words	Unable to spell words with
endings.	endings.	words with inflectional	with inflectional endings.	inflectional endings.
		endings.		
d. Spell two syllable words that end	Spell two syllable words that	With limited support spell	Inconsistently spells two	Unable to spell two syllable
in-y or -ly, are compounds, or have	end in-y or -ly are	two syllable words that end	syllable words that end in-y or	words that end in-y or -ly are
two closed syllables.	compounds, or have two	in-y or -ly are compounds, or	-ly are compounds, or have	compounds, or have two closed
	closed syllables.	have two closed syllables.	two closed syllables.	syllables.
a Chall untought words whom stice!!	Chall untought words	With limited support or all	Inconsistantly smalls unter-sly	Unable to small untoughtda
e. Spell untaught words phonetically, drawing phonemic awareness and	Spell untaught words phonetically, drawing	With limited support spell untaught words phonetically,	Inconsistently spells untaught words phonetically, drawing	Unable to spell untaught words phonetically, drawing
	phonemic awareness and	drawing phonemic awareness	phonemic awareness and	phonemic awareness and
spelling conventions.	spelling conventions.	and spelling conventions.	spelling conventions.	spelling conventions.
f. Write many common, frequently	1 .	With limited support write	Inconsistently writes many	Unable to write many common,
used words and some irregular	Write many common, frequently used words and	many common, frequently	common, frequently used	frequently used words and
words.	some irregular words.	used words and some	words and some irregular	some irregular words.
words.	Some megular words.	irregular words.	words and some irregular words.	Some megulai words.
a Drint all upper and lawer case	Drint all upper and larger assa	•		Unable to print all upper and
g. Print all upper and lower-case	Print all upper and lower-case	With limited support print all	Inconsistently prints all upper and lower- case letters.	Unable to print all upper and lower-case letters.
letters.	letters.	upper and lower-case letters.	and lower- case letters.	lower-case letters.

Grade Level Standards	4-Mastery	3- On-Track	2- Approaching	1-Below
1.FL.F.5				
Read with sufficient accuracy and				
fluency to support comprehension. 1.FL.F.5.a.	Read grade level text with	With limited support read	Inconsistently reads grade	Unable to read grade level text
Read grade level text with purpose	purpose and understanding.	grade level text with purpose	level text with purpose and	with purpose and
and understanding.	purpose and understanding.	and understanding.	understanding.	understanding.
b. Read grade level text orally with	Read grade level text orally	With limited support read	Inconsistently reads grade	Unable to read grade level text
accuracy, appropriate rate, and	with accuracy, appropriate	grade level text orally with	level text orally with accuracy,	orally with accuracy,
expression on successive readings.	rate, and expression on	accuracy, appropriate rate,	appropriate rate, and	appropriate rate, and expression
	successive readings.	and expression on successive	expression on successive	on successive readings.
		readings.	readings.	
c. Use context to confirm or	Use context to confirm or	With limited support use	Inconsistently uses context to	Unable to use context to
self-correct word recognition and	self-correct word recognition	context to confirm or	confirm or self-correct word	confirm or self-correct word
understanding of words; reread as necessary.	and understanding of words; reread as necessary.	self-correct word recognition and understanding of words;	recognition and understanding of words; reread as necessary.	recognition and understanding of words; reread as necessary.
necessary.	reread as necessary.	reread as necessary.	or words, reread as necessary.	or words, reread as necessary.
1.FL.SC.6	Demonstrate command of the	With limited support	Inconsistently demonstrates	Unable to demonstrate
Demonstrate command of the	conventions of standard	demonstrate command of the	command of the conventions	command of the conventions of
conventions of standard English	English grammar and usage	conventions of standard	of standard English grammar	standard English grammar and
grammar and usage when speaking	when speaking conventions	English grammar and usage	and usage when speaking	usage when speaking
conventions of standard English	of standard English grammar	when speaking conventions	conventions of standard	conventions of standard English
grammar and usage, including capitalization, and punctuation when	and usage, including capitalization, and	of standard English grammar and usage, including	English grammar and usage, including capitalization, and	grammar and usage, including capitalization, and punctuation
writing.	punctuation when writing.	capitalization, and	punctuation when writing.	when writing.
witting.	panetation when writing.	punctuation when writing.	punctuation when writing.	when witting.
a.Use common, proper, and	Use common, proper, and	With limited support use	Inconsistently uses common,	Unable to use common, proper,
possessive nouns.	possessive nouns.	common, proper, and	proper, and possessive nouns.	and possessive nouns.
		possessive nouns.		
b.Use singular and plural nouns with	Use singular and plural nouns	With limited support use	Inconsistently uses singular	Unable to use singular and
correct verbs in basic sentences.	with correct verbs in basic	singular and plural nouns with correct verbs in basic	and plural nouns with correct verbs in basic sentences.	plural nouns with correct verbs
	sentences.	sentences.	verbs in basic sentences.	in basic sentences.
c.Use personal, possessive, and	Use personal, possessive, and	With limited support use	Inconsistently uses personal,	Unable to use personal,
indefinite pronouns.	indefinite pronouns.	personal, possessive, and	possessive, and indefinite	possessive, and indefinite
		indefinite pronouns.	pronouns.	pronouns.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1-Below
d.Use verbs to convey a sense of	Use verbs to convey a sense	With limited support use	Inconsistently uses verbs to	Unable to use verbs to convey a
past, present, and future.	of past, present, and future.	verbs to convey a sense of	convey a sense of past,	sense of past, present, and
		past, present, and future.	present, and future.	future.
e. Use frequently occurring	Use frequently occurring	With limited support use	Inconsistently uses frequently	Unable to use frequently
adjectives.	adjectives.	frequently occurring	occurring adjectives.	occurring adjectives.
		adjectives.		
f. Use frequently occurring	Use frequently occurring	With limited support use	Inconsistently uses frequently	Unable to use frequently
conjunctions.	conjunctions.	frequently occurring	occurring conjunctions.	occurring conjunctions.
		conjunctions.		
g. Use articles and demonstratives.	Use articles and	With limited support use	Inconsistently uses articles	Unable to use articles and
	demonstratives.	articles and demonstratives.	and demonstratives.	demonstratives.
h. Use frequently occurring	Use frequently occurring	With limited support use	Inconsistently uses frequently	Unable to use frequently
prepositions such as during, beyond,	prepositions such as during,	frequently occurring	occurring prepositions such as	occurring prepositions such as
and toward.	beyond, and toward.	prepositions such as during,	during, beyond, and toward.	during, beyond, and toward.
		beyond, and toward.		
i. Produce and expand complete	Produce and expand	With limited support produce	Inconsistently produces and	Unable to produce and expand
simple and compound declarative,	complete simple and	and expand complete simple	expands complete simple and	complete simple and compound
interrogative, imperative, and	compound declarative,	and compound declarative,	compound declarative,	declarative, interrogative,
exclamatory sentences in response to	interrogative, imperative, and	interrogative, imperative, and	interrogative, imperative, and	imperative, and exclamatory
prompts.	exclamatory sentences in	exclamatory sentences in	exclamatory sentences in	sentences in response to
	response to prompts.	response to prompts.	response to prompts.	prompts.
j. Capitalize names of people and	Capitalize names of people	With limited support	Inconsistently capitalizes	Unable to capitalize names of
dates.	and dates.	capitalize names of people	names of people and dates.	people and dates.
		and dates.		
k. End sentences with correct	End sentences with correct	With limited support end	Inconsistently ends sentences	Unable to end sentences with
punctuation.	punctuation.	sentences with correct	with correct punctuation.	correct punctuation.
		punctuation.		
1. Use commas in dates and to	Use commas in dates and to	With limited support use	Inconsistently uses commas in	Unable to use commas in dates
separate single words in a series.	separate single words in a	commas in dates and to	dates and to separate single	and to separate single words in
	series.	separate single words in a	words in a series.	a series.
		series.		

Grade Level Standards	4-Mastery	3- On-Track	2- Approaching	1-Below
1.FL.VA.7a	Determine or clarify the	With limited support	Inconsistently determine or	Unable to determine or clarify
Determine or clarify the meaning of	meaning of unknown and	determine or clarify the	clarify the meaning of	the meaning of unknown and
unknown and multiple-meaning	multiple-meaning words and	meaning of unknown and	unknown and	multiple-meaning words and
words and phrases based on grade 1	phrases based on grade 1	multiple-meaning words and	multiple-meaning words and	phrases based on grade 1
reading and content, choosing	reading and content, choosing	phrases based on grade 1	phrases based on grade 1	reading and content, choosing
flexibly from an array of strategies.	flexibly from an array of	reading and content, choosing	reading and content, choosing	flexibly from an array of
	strategies.	flexibly from an array of	flexibly from an array of	strategies.
.11	TT	strategies	strategies.	TT 11
i.Use sentence-level context as a clue to the meaning of a word or phrase.	Use sentence-level context as a clue to the meaning of a	With limited support use sentence-level context as a	Inconsistently uses sentence-level context as a	Unable to use sentence-level context as a clue to the meaning
to the meaning of a word of phrase.	word or phrase.	clue to the meaning of a word	clue to the meaning of a word	of a word or phrase.
	word or piliase.	or phrase.	or phrase.	of a word of piliase.
ii. Use frequently occurring affixes as	Use frequently occurring	With limited support use	Inconsistently uses frequently	Unable to use frequently
a clue to the meaning of a word.	affixes as a clue to the	frequently occurring affixes	occurring affixes as a clue to	occurring affixes as a clue to
	meaning of a word.	as a clue to the meaning of a	the meaning of a word.	the meaning of a word.
		word.		
iii. Identify frequently occurring root	Identify frequently occurring	With limited support identify	Inconsistently identifies	Unable to identify frequently
words and their inflectional forms.	root words and their inflectional forms.	frequently occurring root words and their inflectional	frequently occurring root words and their inflectional	occurring root words and their inflectional forms
	inflectional forms.	forms.	forms.	inflectional forms
1.FL.VA.7b		TOTHIS.	TOTHIS.	
With guidance and support from				
adults, demonstrate understanding				
of word relationships and nuances				
in word meanings.				
1.FL.VA.7b	Sort words into categories of		Inconsistently sort words into	Unable to sort words into
i. Sort words into categories of the	the concepts the categories		categories of the concepts the	categories of the concepts the
concepts the categories represent.	represent.		categories represent.	categories represent.
ii. Define words by category and by	Define words by category		Inconsistently defines words	Unable to define words by
one more key attributes.	and by one more key		by category and by one more	category and by one more key
	attributes		key attributes.	attributes
iii. Identify real-life connections	Identify real-life connections		Inconsistently identify real-life	Unable to identify real-life
between words and their use (e.g.,	between words and their use		connections between words	connections between words and
note places at home that are cozy).	(e.g., note places at home that		and their use (e.g., note places	their use (e.g., note places at
	are cozy).		at home that are cozy).	home that are cozy).

Grade Level Standards	4-Mastery	3- On-Track	2- Approaching	1-Below
iv. Distinguish shades of meaning	Distinguish shades of		Inconsistently distinguishes	Unable to distinguish shades of
among words by defining or	meaning among words by		shades of meaning among	meaning among words by
choosing them or by acting out the	defining or choosing them or		words by defining or choosing	defining or choosing them or by
meanings.	by acting out the meanings.		them or by acting out the	acting out the meanings.
			meanings.	
1.FL.VA.7c.	Use words and phrases	With limited support use	Inconsistently uses words and	Unable to use words and
Use words and phrases acquired	acquired through	words and phrases acquired	phrases acquired through	phrases acquired through
through conversations, reading and	conversations, reading and	through conversations,	conversations, reading and	conversations, reading and
being used to, and responding to	being used to, and responding	reading and being used to,	being used to, and responding	being used to, and responding
texts, including using frequency	to texts, including using	and responding to texts,	to texts, including using	to texts, including using
occurring conjunctions to signal	frequency occurring	including using frequency	frequency occurring	frequency occurring
simple relationships.	conjunctions to signal simple	occurring conjunctions to	conjunctions to signal simple	conjunctions to signal simple
	relationships.	signal simple relationships.	relationships.	relationships.
1.FL.VA.7c.	Use words and phrases	With limited support use	Inconsistently uses words and	Unable to use words and
Use words and phrases acquired	acquired through	words and phrases acquired	phrases acquired through	phrases acquired through
through conversations, reading and	conversations, reading and	through conversations,	conversations, reading and	conversations, reading and
being used to, and responding to	being used to, and responding	reading and being used to,	being used to, and responding	being used to, and responding
texts, including using frequency	to texts, including using	and responding to texts,	to texts, including using	to texts, including using
occurring conjunctions to signal	frequency occurring	including using frequency	frequency occurring	frequency occurring
simple relationships.	conjunctions to signal simple	occurring conjunctions to	conjunctions to signal simple	conjunctions to signal simple
	relationships.	signal simple relationships.	relationships.	relationships.
Reading Literature				
1.RL.KID.1	Ask and answer questions	With limited support ask and	Inconsistently ask and answer	Unable to a ask and answer
Ask and answer questions about key	about key details in a text	answer questions about key	questions about key details in	questions about key details in a
details in a text		details in a text	a text	text
1.RL.KID.2	Retells stories, including key	With limited support retells	Inconsistently retells stories,	Unable to retell stories,
Retell stories, including key details,	details, and demonstrate	stories, including key details,	including key details, and	including key details, and
and demonstrate understanding of	understanding of their central	and demonstrate	demonstrate understanding of	demonstrate understanding of
their central message or lesson.	message or lesson.	understanding of their central	their central message or	their central message or lesson.
1 DL 1/ID 2	TT-in	message or lesson.	lesson.	Harling to the same and the
1.RL.KID.3	Using graphic organizers or	With limited support using	Inconsistently uses graphic	Unable to use graphic
Using graphic organizers or including written details and	including written details and illustrations when	graphic organizers or including written details and	organizers or including written details and illustrations when	organizers or including written details and illustrations when
illustrations when developmentally	developmentally appropriate,	illustrations when	developmentally appropriate,	developmentally appropriate,
appropriate, describe characters,	describe characters, settings,	developmentally appropriate,	describe characters, settings,	describe characters, settings,
settings, and major events in a story,	and major events in a story,	describe characters, settings,	and major events in a story,	and major events in a story,
using key details.	using key details	and major events in a story,	using key details.	using key details
using key uctans.	using key uctalis	using key details	using key uctails.	using key uctains
	1	using Key uctalis		

Grade Level Standards	4-Mastery	3- On-Track	2- Approaching	1-Below
1.RL.CS.4	Identify words and phrases in	With limited support identify	Inconsistently identify words	Unable to identify words and
Identify words and phrases in stories	stories or poems that suggest	words and phrases in stories	and phrases in stories or	phrases in stories or poems that
or poems that suggest feelings or	feelings or appeal to the	or poems that suggest	poems that suggest feelings or	suggest feelings or appeal to the
appeal to the senses.	senses.	feelings or appeal to the	appeal to the senses.	senses.
		senses.		
1.RL.CS.5	Explain major differences	With limited support explain	Inconsistently explain major	Unable to explain major
Explain major differences between	between books that tell	major differences between	differences between books that	differences between books that
books that tell stories and books that	stories and books that give	books that tell stories and	tell stories and books that give	tell stories and books that give
give information, drawing on a wide	information, drawing on a	books that give information,	information, drawing on a	information, drawing on a wide
reading of a range of text types.	wide reading of a range of	drawing on a wide reading of	wide reading of a range of text	reading of a range of text types.
	text types.	a range of text types.	types.	
1.RL.CS.6	Identify who is telling the	With limited support identify	Inconsistently identifies who	Unable to identify who is
Identify who is telling the story at	story at various points in a	who is telling the story at	is telling the story at various	telling the story at various
various points in a text.	text.	various points in a text.	points in a text.	points in a text.
1.RL.IKI.7	Either orally or in writing,	With limited support either	Inconsistently able to either	Unable to either orally or in
Either orally or in writing when	when appropriate use	orally or in writing, when	orally or in writing when	writing when appropriate use
appropriate use illustrations and	illustrations and words in a	appropriate use illustrations	appropriate use illustrations	illustrations and words in a text
words in a text to describe its	text to describe its characters,	and words in a text to	and words in a text to describe	to describe its characters,
characters, setting, or events.	setting, or events.	describe its characters,	its characters, setting, or	setting, or events.
		setting, or events.	events.	
1.RL.IKI.8				
Not applicable to literature				
1.RL.IKI.9	Compares and contrasts the	With limited support	Inconsistently compares and	Unable to compare and contrast
Compare and contrast the adventures	adventures and experiences	compares and contrasts the	contrasts the adventures and	the adventures and experiences
and experiences of characters in	of characters in stories	adventures and experiences	experiences of characters in	of characters in stories
stories including details, and	including details, and	of characters in stories	stories including details, and	including details, and
illustrations when developmentally	illustrations when	including details, and	illustrations when	illustrations when
appropriate.	developmentally appropriate	illustrations when	developmentally appropriate	developmentally appropriate
		developmentally appropriate		
1.RL.RRTC.10	With prompting and support,		With prompting and support,	With prompting and support,
With prompting and support, read	read stories and poems of		inconsistently reads stories	unable to read stories and
stories and poems of appropriate	appropriate complexity for		and poems of appropriate	poems of appropriate
complexity for grade 1.	grade 1.		complexity for grade 1.	complexity for grade 1.
1.RI.KID.1	Ask and answer questions	With limited support ask and	Inconsistently ask and answer	Unable to ask and answer
1. Ask and answer questions about	about key details in a text.	answer questions about key	questions about key details in	questions about key details in a
key details in a text.	acout hey details in a text.	details in a text.	a text.	text.
No y details in a text.		domins in a text.	u toat.	tont.

Grade Level Standards	4-Mastery	3- On-Track	2- Approaching	1-Below
1.RI.KID.2	Identify the main topic and	With limited support identify	Inconsistently identifies the	Unable to identify the main
Identify the main topic and retell key	retell key details of a text.	the main topic and retell key	main topic and retell key	topic and retell key details of a
details of a text.		details of a text.	details of a text.	text.
1.RI.KID.3	Using graphic organizers or	With limited support using	Inconsistently uses graphic	Unable to use graphic
Using graphic organizers or	including written details and	graphic organizers or	organizers or including written	organizers or including written
including written details and	illustrations when	including written details and	details and illustrations when	details and illustrations when
illustrations when developmentally	developmentally appropriate,	illustrations when	developmentally appropriate,	developmentally appropriate,
appropriate, describe the connection	describes the connection	developmentally appropriate,	inconsistently describes the	unable to describe the
between two individuals, events,	between two individuals,	describes the connection	connection between two	connection between two
ideas, or pieces of information in a	events, ideas, or pieces of	between two individuals,	individuals, events, ideas, or	individuals, events, ideas, or
text.	information in a text.	events, ideas, or pieces of information in a text.	pieces of information in a text.	pieces of information in a text.
1.RI.CS.4	Determines the meaning of	With limited support	Inconsistently determines the	Unable to determine the
Determine the meaning of words and	words and phrases in a text	determines the meaning of	meaning of words and phrases	meaning of words and phrases
phrases in a text relevant to a grade 1	relevant to a grade topic or	words and phrases in a text	in a text relevant to a grade	in a text relevant to a grade
topic or subject area.	subject area.	relevant to a grade topic or	topic or subject area.	topic or subject area.
		subject area.		
1.RI.CS.5	Knows and uses various text	With limited support knows	Inconsistently knows and use	Unable to identify and use
Know and use various text features	features (e.g., headings,	and uses various text features	various text features (e.g.,	various text features (e.g.,
(e.g., headings, tables of contents,	tables of contents, glossaries,	(e.g., headings, tables of	headings, tables of contents,	headings, tables of contents,
glossaries, electronic menus, icons)	electronic menus, icons) to	contents, glossaries,	glossaries, electronic menus,	glossaries, electronic menus,
to locate key facts or information in a	locate key facts or	electronic menus, icons) to	icons) to locate key facts or	icons) to locate key facts or
text.	information in a text.	locate key facts or	information in a text.	information in a text.
		information in a text.		
1.RI.CS.6	Distinguishes between	With limited support	Inconsistently distinguishes	Unable to distinguish between
Distinguish between information	information provided by	distinguishes between	between information provided	information provided by
provided by pictures or other	pictures or other illustrations	information provided by	by pictures or other	pictures or other illustrations
illustrations and information	and information provided by	pictures or other illustrations	illustrations and information	and information provided by
provided by the words in a text.	the words in a text.	and information provided by	provided by the words in a	the words in a text.
		the words in a text.	text.	
1.RI.IKI.7	Either orally or in writing use	With limited support either	Inconsistently able to either	Unable to either orally or in
Either orally or in writing when	the illustrations and words in	orally or in writing use the	orally or in writing use the	writing use the illustrations and
appropriate, use the illustrations and	a text to describe its key	illustrations and words in a	illustrations and words in a	words in a text to describe its
words in a text to describe its key	ideas.	text to describe its key ideas.	text to describe its key ideas.	key ideas.
ideas.				

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1-Below
1.RI.IKI.8	Identify the reasons an author	With limited support identify	Inconsistently identify the	Unable to identify the reasons
Identify the reasons an author	provides to support points in	the reasons an author	reasons an author provides to	an author gives to support
provides to support points in a text.	a text.	provides to support points in a text.	support points in a text.	points in a text.
1.RI.IKI.9	Identify basic similarities in	With limited support identify	Inconsistently identify basic	Unable to identify basic
Identify basic similarities in and	and differences between two	basic similarities in and	similarities in and differences	similarities in and differences
differences between two text on the	text on the same topic	differences between two text	between two text on the same	between two text on the same
same topic including written details	including written details and	on the same topic including	topic including written details	topic including written details
and illustrations when	illustrations when	written details and	and illustrations when	and illustrations when
developmentally appropriate.	developmentally appropriate.	illustrations when developmentally appropriate.	developmentally appropriate.	developmentally appropriate.
1.RI.RRTC.10	With prompting and support,	With limited support with	With prompting and support,	With prompting and support,
With prompting and support, read	read informational texts	prompting and support, read	inconsistently reads	unable to read informational
informational texts appropriately	appropriately complex for	informational texts	informational texts	texts appropriately complex for
complex for grade 1.	grade 1.	appropriately complex for grade 1.	appropriately complex for grade 1.	grade 1.
1.SL.CC.1	Participate with varied peers	With limited support	Inconsistently participates	Unable to participate with
Participate with varied peers and	and adults in collaborative in	participate with varied peers	with varied peers and adults in	varied peers and adults in
adults in collaborative in small or	small or large groups about	and adults in collaborative in	collaborative in small or large	collaborative in small or large
large groups about appropriate 1st	appropriate 1 st grade topics	small or large groups about	groups about appropriate 1st	groups about appropriate 1st
grade topics and texts.	and texts.	appropriate 1 st grade topics and texts.	grade topics and texts.	grade topics and texts.
1.SL.CC.2	Ask and answer questions	With limited support ask and	Inconsistently asks and	Unable to ask and answer
Ask and answer questions about key	about key details in a read	answer questions about key	answers questions about key	questions about key details in a
details in a read aloud or information	aloud or information	details in a read aloud or	details in a read aloud or	read aloud or information
presented orally or through other	presented orally or through	information presented orally	information presented orally	presented orally or through
media.	other media.	or through other media.	or through other media.	other media.
C1.SL.CC.3	Ask and answer questions	With limited support ask and	Inconsistently asks and	Unable to ask and answer
Ask and answer questions about what	about what a speaker says in	answer questions about what	answers questions about what	questions about what a speaker
a speaker says in order to gather	order to gather additional	a speaker says in order to	a speaker says in order to	says in order to gather
additional information or clarify	information or clarify	gather additional information	gather additional information	additional information or
something that is not understood.	something that is not	or clarify something that is	or clarify something that is not	clarify something that is not
1 CL DIZI 4	understood	not understood	understood	understood
1.SL.PKI.4	Describe people, places,	With limited support describe	Inconsistently describes	Unable to describe people,
Describe people, places, things, and	things, and events with	people, places, things, and events with relevant details,	people, places, things, and	places, things, and events with
events with relevant details, expressing ideas and feelings clearly.	relevant details, expressing ideas and feelings clearly.	events with relevant details, expressing ideas and feelings	events with relevant details, expressing ideas and feelings	relevant details, expressing ideas and feelings clearly.
expressing ideas and reenings clearly.	lucas and reenings creatly.	clearly.	clearly.	ideas and reenings clearry.
		clearly.	clearly.	

Grade Level Standards	4-Mastery	3- On-Track	2- Approaching	1-Below
1.SL.PKI.5	Add drawings or visual	With limited support add	Inconsistently adds drawings	Unable to add drawings or
Add drawings or visual displays to descriptions when appropriate to	displays to descriptions when appropriate to clarify ideas,	drawings or visual displays to descriptions when	or visual displays to descriptions when appropriate	visual displays to descriptions when appropriate to clarify
clarify ideas, thoughts, and feelings.	thoughts, and feelings	appropriate to clarify ideas, thoughts, and feelings	to clarify ideas, thoughts, and feelings	ideas, thoughts, and feelings
1.SL.PKI.6 With prompting and support, speak	With prompting and support, speak in complete sentences		With prompting and support, inconsistently speaks in	With prompting and support, unable to speak in complete
in complete sentences when appropriate to task and situation.	when appropriate to task and situation.		complete sentences when appropriate to task and situation.	sentences when appropriate to task and situation.
1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.		With prompting and support, inconsistently able to write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	With prompting and support, unable to write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
1.W.TTP.2 With prompting and support, write informative/explanatory texts naming a topic, supplying some facts about the topic, and providing some sense of closure.	With prompting and support, write informative/explanatory texts naming a topic, supplying some facts about the topic, and providing some sense of closure.		With prompting and support, inconsistently writes informative/explanatory texts naming a topic, supplying some facts about the topic, and providing some sense of closure.	With prompting and support, unable to write informative/explanatory texts naming a topic, supplying some facts about the topic, and providing some sense of closure.
1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.	With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.		With prompting and support, inconsistently writes narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.	With prompting and support, unable to write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.

Grade Level Standards	4-Mastery	3- On-Track	2- Approaching	1-Below
1.W.PDW.4	With guidance and support,		With guidance and support,	With guidance and support,
With guidance and support, produce	produce clear and coherent		inconsistently produces clear	unable to produce clear and
clear and coherent writing in which	writing in which the		and coherent writing in which	coherent writing in which the
the development, organization, and	development, organization,		the development, organization,	development, organization, and
style are appropriate to task, purpose	and style are appropriate to		and style are appropriate to	style are appropriate to task,
and audience.	task, purpose and audience.		task, purpose and audience.	purpose and audience.
1.W.PDW.5	With guidance and support		With guidance and support	With guidance and support
With guidance and support from	from adults, focus on a topic,		from adults, inconsistently	from adults, unable to focus on
adults, focus on a topic, respond to	respond to questions and		focuses on a topic, respond to	a topic, respond to questions
questions and suggestions from	suggestions from peers, and		questions and suggestions	and suggestions from peers, and
peers, and add details to strengthen	add details to strengthen		from peers, and add details to	add details to strengthen writing
writing as needed.	writing as needed.		strengthen writing as needed.	as needed.
1.W.PDW.6	With guidance and support		With guidance and support	With guidance and support
With guidance and support from	from adults, and in		from adults, and in	from adults, and in
adults, and in collaboration with	collaboration with peers,		collaboration with peers,	collaboration with peers, unable
peers, explore a variety of digital	explore a variety of digital		inconsistently able to explore a	to explore a variety of digital
tools to produce and publish writing.	tools to produce and publish		variety of digital tools to	tools to produce and publish
	writing.		produce and publish writing.	writing.
1.W.RBPK.7	Participate in shared research	With limited support	Inconsistently Participate in	Unable Participate in shared
Participate in shared research and	and writing projects, such as	participate in shared research	shared research and writing	research and writing projects,
writing projects, such as exploring a	exploring a number of "how	and writing projects, such as	projects, such as exploring a	such as exploring a number of
number of "how to" books on a given	to" books on a given topic	exploring a number of "how	number of "how to" books on	"how to" books on a given
topic and use them to write a	and use them to write a	to" books on a given topic	a given topic and use them to	topic and use them to write a
sequence of instructions.	sequence of instructions.	and use them to write a	write a sequence of	sequence of instructions.
		sequence of instructions.	instructions.	

Grade Level Standards	4-Mastery	3- On-Track	2- Approaching	1-Below
1.W.RBPK.8	With guidance and support		With guidance and support	With guidance and support
Research to Build and Present	from adults, recall		from adults, inconsistently	from adults, unable to recall
Knowledge	information from experiences		recall information from	information from experiences
With guidance and support from	or gather information from		experiences or gather	or gather information from
adults, recall information from	provided sources to answer a		information from provided	provided sources to answer a
experiences or gather information	question.		sources to answer a question.	question.
from provided sources to answer a				
question.				
1.W.RBPK.9				
Begins in Grade 3				
1.W.RW.10	With guidance and support		With guidance and support	With guidance and support
With guidance and support from	from adults, engage routinely		from adults, inconsistently	from adults, unable to engage
adults, engage routinely in writing	in writing activities to		engages routinely in writing	routinely in writing activities to
activities to promote writing fluency	promote writing fluency and		activities to promote writing	promote writing fluency and
and build writing stamina.	build writing stamina.		fluency and build writing	build writing stamina.
			stamina.	



First Grade Mathematics – Operations and Algebraic Thinking

Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. Solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. Solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. Solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. Solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. Solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. Solve contextual problems with a symbol for the unknown number to represent the problems. With limited support add three whole numbers within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problems.	roaching 1-Below	2- Approaching	3- On-Track	4- Mastery	Grade Level Standard
involving addition and subtraction. I.OA.A.1- Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. I.OA.A.2 Add three whole numbers whose sum is within 20 to solve contextual problems. Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem. B. Understand and apply properties of operations and the relationship					
represent the problem. symbol for the unknown number to represent the problem. symbol for the unknown number to represent the problem. 1.OA.A.2 Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem. B. Understand and apply properties of operations and the relationship symbol for the unknown number to represent the problem. equations with a symbol for the unknown numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Equations with a symbol for the unknown numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Symbol for the unknown numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	within 20 to solve belongs, with all positions, actions of add to, together/take apare. Use within 20 to solve contextual problems, with unknowns in a positions, involving situations of add to, take from, put together/take apart, and compare. Use objects,	Inconsistently Adds and subtracts within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use	subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use	solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects,	involving addition and subtraction. 1.OA.A.1- Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a
Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem. B. Understand and apply properties of operations and the relationship whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem. whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	h a symbol for number to number to represent the problem.	objects, drawings, and equations with a symbol for the unknown number to represent the problem.	equations with a symbol for the unknown number to represent	symbol for the unknown number to represent the	1 -
Detrecti addition and subtraction.	numbers whose sum is olve contextual ag objects, al equations with the unknown number to represent numbers whose sum is within 20 to solve contextual problem using objects, drawings, and equations with a symbol for the unknown number to represent	Inconsistently adds three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the	whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to	Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem. B. Understand and apply properties of operations and the relationship
Grade Level Standard 4- Mastery 3- On-Track 2- Appro	roaching 1-Below	2- Approaching	3 On Treads	4 Mostory	

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1.OA.B.3 Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties).	Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties).	With limited support apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties).	Inconsistently applies properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties).	Unable to apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties).
1.OA.B.4 Understand subtraction as an unknown-addend problem, for example, to solve 10-8+, a student can use 8+ = 10	Understand subtraction as an unknown-addend problem, for example, to solve 10-8+, a student can use 8+ = 10	With limited support understand subtraction as an unknown-addend problem, for example, to solve 10-8+, a student can use 8+ = 10	Inconsistently Understand subtraction as an unknown-addend problem, for example, to solve 10-8+, a student can use 8+ = 10	Unable to Understand subtraction as an unknown-addend problem, for example, to solve 10-8+, a student can use 8+ = 10
C. Add and subtract within 20.				
Add and subtract within wo using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g. 13-4 + 13-3-1=10-1=9 or adding 6+7+3=10+3=13).	Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g. 13-4 + 13-3-1=10-1=9 or adding 6+7+3=10+3=13).	With limited support add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g. 13-4 + 13-3-1=10-1=9 or adding 6+7+3=10+3=13).	Inconsistently Adds and subtracts within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g. 13-4 + 13-3-1=10-1=9 or adding 6+7+3=10+3=13).	Unable to Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g. 13-4 + 13-3-1=10-1=9 or adding 6+7+3=10+3=13).
1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of the 1 st grade, know from memory all sums up to 10.	Fluently add and subtract within 20 using mental strategies. By the end of the 1 st grade, know from memory all sums up to 10.	With limited support fluently add and subtract within 20 using mental strategies. By the end of the 1st grade, know from memory all sums up to 10.	Inconsistently able to fluently add and subtract within 20 using mental strategies. By the end of the 1 st grade, know from memory all sums up to 10.	Unable to fluently add and subtract within 20 using mental strategies. By the end of the 1 st grade, know from memory all sums up to 10.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1-Below
Work with addition and				
subtraction equations.				
1.OA.D.7 Understand the meaning of the equal sign (e.g.6=6;5+2=4+3; 7=8-1). Determine if equations involving addition and subtraction are true or false. 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g.8+?=11, 5=?-3, 6+6=?)	Understand the meaning of the equal sign (e.g.6=6;5+2=4+3; 7=8-1). Determine if equations involving addition and subtraction are true or false. Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g.8+?=11, 5=?-3, 6+6=?)	With limited support understand the meaning of the equal sign (e.g.6=6;5+2=4+3; 7=8-1). Determine if equations involving addition and subtraction are true or false. With limited support determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g.8+?=11, 5=?-3, 6+6=?)	Inconsistently understands the meaning of the equal sign (e.g.6=6;5+2=4+3; 7=8-1). Determine if equations involving addition and subtraction are true or false. Inconsistently Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g.8+?=11, 5=?-3, 6+6=?)	Unable to understand the meaning of the equal sign (e.g.6=6;5+2=4+3; 7=8-1). Determine if equations involving addition and subtraction are true or false. Unable to Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g.8+?=11, 5=?-3, 6+6=?)
Numbers and Operations in Base				
Ten				
A.Extend the counting sequence.				
1.NBT.A.1- Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.	Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.	With limited support count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.	Inconsistently counts to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.	Unable to count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.
B. Understand Place Value				
1.NBT.B.2- Know that the digits of a two-digit number represent groups of tens and ones (e.g. 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).	Know that the digits of a two-digit number represent groups of tens and ones (e.g. 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).	With limited support know that the digits of a two-digit number represent groups of tens and ones (e.g. 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).	Inconsistently knows that the digits of a two-digit number represent groups of tens and ones (e.g. 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).	Unable to know that the digits of a two-digit number represent groups of tens and ones (e.g. 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1-Below
1.NBT.B.3- Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >,=, and < to show the relationship.	Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >,=, and < to show the relationship.	Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >,=, and < to show the relationship.	Inconsistently compares two two-digit numbers based on the meanings of the digits in each place and use the symbols >,=, and < to show the relationship.	Unable to compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >,=, and < to show the relationship.
C. Use place value understanding and properties of operations to add and subtract.				
1.NBT.C.4-Mentally find 10 more or 10 less than a number to a multiple of ten (within 100), Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	Mentally find 10 more or 10 less than a number to a multiple of ten (within 100), Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	With limited support mentally find 10 more or 10 less than a number to a multiple of ten (within 100), Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	Inconsistently can mentally find 10 more or 10 less than a number to a multiple of ten (within 100), Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	Unable to mentally find 10 more or 10 less than a number to a multiple of ten (within 100), Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.
1.NBT.C.5 Mentally find 10 more or 10 less than a given two-digit number having to count by ones and explain the reasoning used.	Mentally find 10 more or 10 less than a given two-digit number having to count by ones and explain the reasoning used.	With limited support mentally find 10 more or 10 less than a given two-digit number having to count by ones and explain the reasoning used.	Mentally find 10 more or 10 less than a given two-digit number having to count by ones and explain the reasoning used.	Mentally find 10 more or 10 less than a given two-digit number having to count by ones and explain the reasoning used.
1.NBT.C.6 Subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	With limited support subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Inconsistently subtracts multiples of 10 from multiples of 10 in the range 10-90 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Unable to subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1-Below
Measurement and Data	-			
Measure lengths indirectly and by iterating length units 1.MD.A.1-Order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is talker than Susan, then Bill is taller than Susan.	Order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is talker than Susan, then Bill is taller than Susan.	With limited support order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is talker than Susan, then Bill is taller than Susan.	Inconistently orders three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is talker than Susan, then Bill is taller than Susan.	Unable to order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is talker than Susan, then Bill is taller than Susan.
1.MD.A.2-Measure the length of an object using non-standard units and express this length as a whole number of units.	Measure the length of an object using non-standard units and express this length as a whole number of units.	With limited support measure the length of an object using non-standard units and express this length as a whole number of units.	Inconstantly measures the length of an object using non-standard units and express this length as a whole number of units.	Unable to measure the length of an object using non-standard units and express this length as a whole number of units.
B.Work with time and money.				
1.MD.B.3- Tell and write time in hours and half-hours using analog and digital clocks.	Tell and write time in hours and half-hours using analog and digital clocks.	With limited support tell and write time in hours and half-hours using analog and digital clocks.	Inconsistently tells and writes time in hours and half-hours using analog and digital clocks.	Unable to tell and write time in hours and half-hours using analog and digital clocks.
1.MD.B.4- Count the value of a set of like coins less than one dollar using the ¢ symbol only.	Count the value of a set of like coins less than one dollar using the ¢ symbol only.	With limited support count the value of a set of like coins less than one dollar using the ¢ symbol only.	Inconsistently counts the value of a set of like coins less than one dollar using the ¢ symbol only.	Unable to count the value of a set of like coins less than one dollar using the ¢ symbol only.
C.Represent and interpret data.				
1.MD.C.5-Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	With limited support organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Inconsistently organizes, represents, and interprets data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Unable to organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1-Below
A.Reason about shapes and their attributes.				
1.G.A.1 Distinguish between attributes that define a shape (e.g. number of sides and vertices) versus attributes that do not define the shape (e.g. color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.	Distinguish between attributes that define a shape (e.g. number of sides and vertices) versus attributes that do not define the shape (e.g. color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.	With limited support distinguish between attributes that define a shape (e.g. number of sides and vertices) versus attributes that do not define the shape (e.g. color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.	Distinguish between attributes that define a shape (e.g. number of sides and vertices) versus attributes that do not define the shape (e.g. color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.	Distinguish between attributes that define a shape (e.g. number of sides and vertices) versus attributes that do not define the shape (e.g. color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.
Create a composite shape and use the composite shape to make new shapers by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders).	Create a composite shape and use the composite shape to make new shapers by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders).	With limited support create a composite shape and use the composite shape to make new shapers by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders).	Create a composite shape and use the composite shape to make new shapers by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders)	Create a composite shape and use the composite shape to make new shapers by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders).
1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	With limited support partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.