

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
<b>1.FL.PC.1</b> 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.
<b>1.FL.PA.2</b> 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).

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

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

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

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

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



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

<b>Grade Level Standards</b>	<b>4-Mastery</b>	<b>3- On-Track</b>	<b>2- Approaching</b>	<b>1-Below</b>
<b>1.RL.CS.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	With limited support identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Inconsistently identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Unable to identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>1.RL.CS.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	With limited support explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Inconsistently explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Unable to explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<b>1.RL.CS.6</b> Identify who is telling the story at various points in a text.	Identify who is telling the story at various points in a text.	With limited support identify who is telling the story at various points in a text.	Inconsistently identifies who is telling the story at various points in a text.	Unable to identify who is telling the story at various points in a text.
<b>1.RL.IKI.7</b> Either orally or in writing when appropriate use illustrations and words in a text to describe its characters, setting, or events.	Either orally or in writing, when appropriate use illustrations and words in a text to describe its characters, setting, or events.	With limited support either orally or in writing, when appropriate use illustrations and words in a text to describe its characters, setting, or events.	Inconsistently able to either orally or in writing when appropriate use illustrations and words in a text to describe its characters, setting, or events.	Unable to either orally or in writing when appropriate use illustrations and words in a text to describe its characters, setting, or events.
<b>1.RL.IKI.8</b> Not applicable to literature				
<b>1.RL.IKI.9</b> Compare and contrast the adventures and experiences of characters in stories including details, and illustrations when developmentally appropriate.	Compares and contrasts the adventures and experiences of characters in stories including details, and illustrations when developmentally appropriate	With limited support compares and contrasts the adventures and experiences of characters in stories including details, and illustrations when developmentally appropriate	Inconsistently compares and contrasts the adventures and experiences of characters in stories including details, and illustrations when developmentally appropriate	Unable to compare and contrast the adventures and experiences of characters in stories including details, and illustrations when developmentally appropriate
<b>1.RL.RRTC.10</b> With prompting and support, read stories and poems of appropriate complexity for grade 1.	With prompting and support, read stories and poems of appropriate complexity for grade 1.		With prompting and support, inconsistently reads stories and poems of appropriate complexity for grade 1.	With prompting and support, unable to read stories and poems of appropriate complexity for grade 1.
<b>1.RI.KID.1</b> 1. Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	With limited support ask and answer questions about key details in a text.	Inconsistently ask and answer questions about key details in a text.	Unable to ask and answer questions about key details in a text.

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

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<b>1.RI.IK1.8</b> Identify the reasons an author provides to support points in a text.	Identify the reasons an author provides to support points in a text.	With limited support identify the reasons an author provides to support points in a text.	Inconsistently identify the reasons an author provides to support points in a text.	Unable to identify the reasons an author gives to support points in a text.
<b>1.RI.IK1.9</b> Identify basic similarities in and differences between two text on the same topic including written details and illustrations when developmentally appropriate.	Identify basic similarities in and differences between two text on the same topic including written details and illustrations when developmentally appropriate.	With limited support identify basic similarities in and differences between two text on the same topic including written details and illustrations when developmentally appropriate.	Inconsistently identify basic similarities in and differences between two text on the same topic including written details and illustrations when developmentally appropriate.	Unable to identify basic similarities in and differences between two text on the same topic including written details and illustrations when developmentally appropriate.
<b>1.RI.RRTC.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	With prompting and support, read informational texts appropriately complex for grade 1.	With limited support with prompting and support, read informational texts appropriately complex for grade 1.	With prompting and support, inconsistently reads informational texts appropriately complex for grade 1.	With prompting and support, unable to read informational texts appropriately complex for grade 1.
<b>1.SL.CC.1</b> Participate with varied peers and adults in collaborative in small or large groups about appropriate 1 <sup>st</sup> grade topics and texts.	Participate with varied peers and adults in collaborative in small or large groups about appropriate 1 <sup>st</sup> grade topics and texts.	With limited support participate with varied peers and adults in collaborative in small or large groups about appropriate 1 <sup>st</sup> grade topics and texts.	Inconsistently participates with varied peers and adults in collaborative in small or large groups about appropriate 1 <sup>st</sup> grade topics and texts.	Unable to participate with varied peers and adults in collaborative in small or large groups about appropriate 1 <sup>st</sup> grade topics and texts.
<b>1.SL.CC.2</b> Ask and answer questions about key details in a read aloud or information presented orally or through other media.	Ask and answer questions about key details in a read aloud or information presented orally or through other media.	With limited support ask and answer questions about key details in a read aloud or information presented orally or through other media.	Inconsistently asks and answers questions about key details in a read aloud or information presented orally or through other media.	Unable to ask and answer questions about key details in a read aloud or information presented orally or through other media.
<b>CI.SL.CC.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	With limited support ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	Inconsistently asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood	Unable to ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
<b>1.SL.PKI.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	With limited support describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Inconsistently describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Unable to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

<b>Grade Level Standards</b>	<b>4-Mastery</b>	<b>3- On-Track</b>	<b>2- Approaching</b>	<b>1-Below</b>
<b>1.SL.PKI.5</b> Add drawings or visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Add drawings or visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	With limited support add drawings or visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	Inconsistently adds drawings or visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	Unable to add drawings or visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
<b>1.SL.PKI.6</b> With prompting and support, speak in complete sentences when appropriate to task and situation.	With prompting and support, speak in complete sentences when appropriate to task and situation.		With prompting and support, inconsistently speaks in complete sentences when appropriate to task and situation.	With prompting and support, unable to speak in complete sentences when appropriate to task and situation.
<b>1.W.TTP.1</b> 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.
<b>1.W.TTP.2</b> 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.
<b>1.W.TTP.3</b> 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.

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

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





## First Grade Mathematics – Operations and Algebraic Thinking

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1-Below
<b>Represent and solve problems involving addition and subtraction.</b>				
<b>1.OA.A.1-</b> 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 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.	With limited support 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.	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 objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Unable to 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.
<b>1.OA.A.2</b> 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.	With limited support 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.	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.	Unable 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>B. Understand and apply properties of operations and the relationship between addition and subtraction.</b>				
<b>Grade Level Standard</b>	<b>4- Mastery</b>	<b>3- On-Track</b>	<b>2- Approaching</b>	<b>1-Below</b>

<p><b>1.OA.B.3</b> Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties).</p>	<p>Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties).</p>	<p>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).</p>	<p>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).</p>	<p>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).</p>
<p><b>1.OA.B.4</b> Understand subtraction as an unknown-addend problem, for example, to solve <math>10-8+ \underline{\quad}</math>, a student can use <math>8+ \underline{\quad} = 10</math></p>	<p>Understand subtraction as an unknown-addend problem, for example, to solve <math>10-8+ \underline{\quad}</math>, a student can use <math>8+ \underline{\quad} = 10</math></p>	<p>With limited support understand subtraction as an unknown-addend problem, for example, to solve <math>10-8+ \underline{\quad}</math>, a student can use <math>8+ \underline{\quad} = 10</math></p>	<p>Inconsistently Understand subtraction as an unknown-addend problem, for example, to solve <math>10-8+ \underline{\quad}</math>, a student can use <math>8+ \underline{\quad} = 10</math></p>	<p>Unable to Understand subtraction as an unknown-addend problem, for example, to solve <math>10-8+ \underline{\quad}</math>, a student can use <math>8+ \underline{\quad} = 10</math></p>
<p><b>C. Add and subtract within 20.</b></p>				
<p><b>1.OA.C.5</b> 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. <math>13-4 + 13-3-1=10-1=9</math> or adding <math>6+7+3=10+3=13</math>).</p>	<p>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. <math>13-4 + 13-3-1=10-1=9</math> or adding <math>6+7+3=10+3=13</math>).</p>	<p>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. <math>13-4 + 13-3-1=10-1=9</math> or adding <math>6+7+3=10+3=13</math>).</p>	<p>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. <math>13-4 + 13-3-1=10-1=9</math> or adding <math>6+7+3=10+3=13</math>).</p>	<p>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. <math>13-4 + 13-3-1=10-1=9</math> or adding <math>6+7+3=10+3=13</math>).</p>
<p><b>1.OA.C.6</b> Fluently add and subtract within 20 using mental strategies. By the end of the 1<sup>st</sup> grade, know from memory all sums up to 10.</p>	<p>Fluently add and subtract within 20 using mental strategies. By the end of the 1<sup>st</sup> grade, know from memory all sums up to 10.</p>	<p>With limited support fluently add and subtract within 20 using mental strategies. By the end of the 1<sup>st</sup> grade, know from memory all sums up to 10.</p>	<p>Inconsistently able to fluently add and subtract within 20 using mental strategies. By the end of the 1<sup>st</sup> grade, know from memory all sums up to 10.</p>	<p>Unable to fluently add and subtract within 20 using mental strategies. By the end of the 1<sup>st</sup> grade, know from memory all sums up to 10.</p>

Grade Level Standard	4- Mastery	3- On-Track	2- Approaching	1-Below
<b>Work with addition and subtraction equations.</b>				
<b>1.OA.D.7</b> 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.	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 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.	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.	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.
<b>1.OA.D.8</b> Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g. $8+?=11$ , $5=?-3$ , $6+6=?$ )	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 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 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 Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g. $8+?=11$ , $5=?-3$ , $6+6=?$ )
<b>Numbers and Operations in Base Ten</b>				
<b>A. Extend the counting sequence.</b>				
<b>1.NBT.A.1-</b> 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>B. Understand Place Value</b>				
<b>1.NBT.B.2-</b> 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).

<b>Grade Level Standard</b>	<b>4- Mastery</b>	<b>3- On-Track</b>	<b>2- Approaching</b>	<b>1-Below</b>
<b>1.NBT.B.3-</b> 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.
<b>C. Use place value understanding and properties of operations to add and subtract.</b>				
<b>1.NBT.C.4-</b> 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.
<b>1.NBT.C.5</b> 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.
<b>1.NBT.C.6</b> 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
<b>Measurement and Data</b>				
<b>Measure lengths indirectly and by iterating length units</b> <b>1.MD.A.1</b> -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 taller 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 taller 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 taller than Susan, then Bill is taller than Susan.	Inconsistently 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 taller 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 taller than Susan, then Bill is taller than Susan.
<b>1.MD.A.2</b> -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.	Inconsistently 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>B.Work with time and money.</b>				
<b>1.MD.B.3</b> -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.
<b>1.MD.B.4</b> -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.
<b>C.Represent and interpret data.</b>				
<b>1.MD.C.5</b> -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.

<b>Grade Level Standard</b>	<b>4- Mastery</b>	<b>3- On-Track</b>	<b>2- Approaching</b>	<b>1-Below</b>
<b>A.Reason about shapes and their attributes.</b>				
<b>1.G.A.1</b> 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.
<b>1.G.A.2</b> 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).
<b>1.G.A.3</b> 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.

