

## Grade 1 ELA Rubrics

Common Sense communication skill fundamentals can be gradually incorporated into elementary school classes by including elements of: [Social Acumen](#), [Emotional Acumen](#), [Critical Thinking Skills](#), a.k.a. [Critical Reasoning](#). Interrelationships can be found at [Guidepost.us](#)

Students tend to gain strengths in different areas of common sense. By working in project/study groups the students tend to teach each other related skills, to earn respect. Students need to learn how to earn respect among their peers.

### Grade 1 ELA Foundational Skills

#### Monitors reading

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
	Decodes unknown words by using clues (illustrations/context) on the page, and deciding if they make sense.  Student asks, "Does it make sense?"	Learning how to decode unknown words by using the clues on the page (illustrations/context)  He/she needs reminders to check to make sure the words are making sense.	Needs teacher help to use the clues (illustrations/context) on the page to decode unknown words and to decide if they make sense.

#### Reads for pleasure and information to meet the established reading goal

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
Student exceeded established individual reading goal	Student achieved established individual reading goal	Student made adequate progress toward established individual reading goal	Student made minimal progress toward established individual reading goal

\*Reading goals may be based on at-home reading minutes, AR points, number of books read, meeting read to self-expectations, number of words read, etc.

**Reads grade-appropriate high frequency words**

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
beautiful, birthday, delighted, giant, pleasant, smaller, sorry, appear, beacon, journey, monarch, promises, warn, whispers, appetite, argued, arguing, hungrier, journey, equal, stomachache, thirstier	Reads 187(85% of 220)-220 words from a list of Dolch Sight Words accurately.	Reads 186-154(70% of 220) words from a list of Dolch Sight Words.	Reads less than 154 words from a list of Dolch Sight Words.

**Grade 1 ELA Foundational Skills**

**Reads grade-level text orally with accuracy, appropriate rate and expression**

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
Cold read < 60 wmp with above level text	Reading seems adequately paced and delivered in meaningful phrases. Reading is expressive and fluent with grade level text.	Reading is moderately paced but uses awkward phrasing. Reading is not fluent but is not laborious or word-by-word. Needs reminders to check to makes sure words make sense.	Laborious, word-by-word reading delivered in a monotone voice. Reading lacks expression.

\*60 wmp (3<sup>rd</sup> and 4<sup>th</sup> quarter)

**\*On Level Leveled Reader Quarter Assessment**

- Quarter 1 - Gram's Hat(Th1.3) and Big Tug(Th2.3)
- Quarter 2 - A Bird on the Bus(Th4.3) and Just Right House(Th5.3)
- Quarter 3 - If you Miss Your Bus(Th7.3) and Rachel Carson(Th8.3)
- Quarter 4 - The Duck Pond(Th9.3) and Faster, Faster(Th10.3)

**Reads independently at grade level**

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
Reads above grade level and accurately answers comprehension questions	Reads at grade level and accurately answers comprehension questions	Reads 2-3 months below grade level and accurately	Reads more than 3 months below grade level

\*Using daily reading and on-level readers

**Uses phonics skills**

<b>4-Exceeds Standards</b>	<b>3-Achieving Standards</b>	<b>2-Nearly Meets or Making Progress</b>	<b>1-Not Yet Making Sufficient Progress</b>
Decodes 3 + syllable words with accuracy.	Uses a variety of decoding strategies with accuracy when decoding	Relies on 1 or 2 decoding strategies; limited connection with accuracy	Needs teacher assistance to decode unknown words.

**Grade 1 ELA Literature and Informational Text**

**Ask and answer questions about a text**

<b>4-Exceeds Standards</b>	<b>3-Achieving Standards</b>	<b>2-Nearly Meets or Making Progress</b>	<b>1-Not Yet Making Sufficient Progress</b>
	Poses questions to enhance meaning of text (critical response; big idea), may explain how posing questions deepens comprehension.	Poses literal question(s) that relate to the text.	No questions/irrelevant questions.

**Make connections between texts, self, and the world**

<b>4-Exceeds Standards</b>	<b>3-Achieving Standards</b>	<b>2-Nearly Meets or Making Progress</b>	<b>1-Not Yet Making Sufficient Progress</b>
	Expands interpretation of text using schema; may discuss schema related to author, text structure; may pose questions based on apparent discrepancies between text and background knowledge.	Relates background knowledge/experience to text.	Can talk about what text reminds him/her of, but cannot explain; reference to schema may not be clearly connected to text.

**Retells stories to include key details**

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
	Story elements/genre structure clear in an accurate retelling - refers to interactions between story elements (how problem affects character, how setting changes problem, etc.).	Retelling reveals beginning awareness of event sequence.	Random response; may be related to story (text); may give title.

**Grade 1 ELA Speaking and Listening**

**Expresses ideas and feelings appropriately and clearly**

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
Asks questions, makes comparisons or inferences, and transfers information to new situations.	Stays on topic revealing background knowledge and builds on previous answers.	Sometimes stays on topic, but has limited participation in discussions.	Rarely attends and participates in discussions.

**Listens attentively to adults and classmates**

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
Leads others to: * quiet on signal *listen attentively	Gets quiet on signal Listens actively and attentively	Sometimes talks as activity begins or continues	Frequently talks through announcements, directions, discussions, or instructions

**Participates appropriately and actively in classroom discussions**

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
Willing to consider and respect different points of view Willing to receive and offer feedback Shows respect and courtesy to peers and adults Offers help to others Initiates group activity and encourages group work	Courtesy to all peers Willingly works with all classmates Does his/her share of group work Shows respect and courtesy to peers and adults	Occasionally disrupts the class and/or other students Resists working with new students or non-friends Contributes in some extent to group work	Frequently disrupts class: Puts others down, Can only work alone; Distracts or is distracted during group work and does not contribute to it

**Grade 1 ELA Writing**

**Correctly writes simple and compound sentences**

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
	Independently writes simple and compound sentences in correct format.	Writes simple sentences in correct format but struggles with writing compound sentences.	Has difficulty writing a simple sentence in correct format.

**Spells word wall words correctly**

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress

	Consistently spells word wall words with no errors.	Inconsistently spells the word wall words correctly.	Frequently misspells word wall words.
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**Uses appropriate mechanics**

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
	<p>Consistently uses correct spacing, boundaries and margins. AND</p> <p>Understands the "rules" of capitalization and consistently applies them. (beginning of sentences, I, names, no random capital letter use) AND</p> <p>Understands the "rules" of ending punctuation (. ! ?) and applies them consistently. AND</p> <p>Prints all letters legibly.</p>	<p>Consistently attempts to use correct spacing, boundaries and margins with reminders. AND</p> <p>Has a beginning understanding of the "rules" of capitalization, but only occasionally applies them or incorrectly applies them. AND</p> <p>Has a beginning understanding of the "rules" of ending punctuation, but only occasionally applies them or applies them incorrectly. AND</p> <p>Prints 84-70% letters legibly.</p>	<p>Has difficulty using correct spacing, boundaries and margins. AND</p> <p>Does not understand the rules of capitalization. AND</p> <p>Does not understand the rules of ending punctuation. AND</p> <p>Prints less than 70% letters legibly.</p>

**Grade 1 ELA Writing, cont.**

**Utilizes spelling patterns**

4-Exceeds Standards	3-Achieving Standards	2-Nearly Meets or Making Progress	1-Not Yet Making Sufficient Progress
Uses spelling patterns practiced in class and applies phonetic spelling in daily work, journals, writing	Uses spelling patterns practiced in class and applies phonetic spelling in daily work	Uses beginning, middle, ending sounds.	Uses beginning sounds and ending sounds when attempting to spell new words.

**Writes for intended purpose**

<b>4-Exceeds Standards</b>	<b>3-Achieving Standards</b>	<b>2-Nearly Meets or Making Progress</b>	<b>1-Not Yet Making Sufficient Progress</b>
Lucy Calkins Writing Rubric Score 4	Lucy Calkins Writing Rubric Score 3	Lucy Calkins Writing Rubric Score 2	Lucy Calkins Writing Rubric Score 1