



MONROE PUBLIC SCHOOLS
MONROE, CONNECTICUT

MPS First Grade
Reading

Literature

Report Card Indicator: Understands key details in text				
Standards: RL.1.1				
Trimester	1	2	3	4
1	Rarely able to answer questions about familiar texts read aloud and grade level texts.	With teacher prompting and support, answers questions about familiar texts read aloud and grade level texts.	Answers questions about familiar texts read aloud and grade level texts.	Asks and answers questions about familiar texts read aloud and texts above grade level.
2	Rarely able to ask or answer questions about texts.	With teacher prompting and support, asks and answers questions about grade level texts.	Asks and answers questions about grade level texts.	Asks and answers questions about above grade level texts.
3	Rarely able to ask or answer questions about texts.	With teacher prompting and support, asks and answers questions about grade level texts.	Asks and answers questions about grade level texts.	Asks and answers questions about above grade level texts.



Report Card Indicator: Retells stories to include characters, settings, and major events				
Standards: RL.1.2				
Trimester	1	2	3	4
1	Rarely able to retell big events from a story.	With teacher prompting and support, retells big events from a story.	Retells big events from a story.	Retells big events from a story in sequence - beginning, middle and end.
2	Rarely able to retell big events from a story in sequence - beginning, middle and end.	With teacher prompting and support, retells big events from a story in sequence - beginning, middle and end.	Retells big events from a story, in sequence - beginning, middle and end.	Retells events from a story using details, including character, setting, problem and solution.
3	Rarely able to retell events from a story using details, including character, setting, problem and solution.	With teacher prompting and support, retells events from a story using details, including character, setting, problem and solution.	Retells events from a story using details, including character, setting, problem and solution.	Retells events from a story using details, including character, setting, problem and solution in a more complex story.



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Report Card Indicator: Compares and contrasts the adventures and experiences of characters in stories				
Standards: RL.1.9				
Trimester	1	2	3	4
1				
2	Rarely able to compare and contrast the adventures and experiences of characters in stories.	With teacher prompting and support, compares and contrasts the adventures and experiences of characters in stories.	Compares and contrasts the adventures and experiences of characters in stories.	Compares and contrasts the adventures and experiences of characters in stories with descriptive language.
3	Rarely able to compare and contrast the adventures and experiences of characters in stories.	With teacher prompting and support, compares and contrasts the adventures and experiences of characters in stories.	Compares and contrasts the adventures and experiences of characters in stories.	Compares and contrasts the adventures and experiences of characters in stories with descriptive language.

Informational Text

Report Card Indicator: Asks and answers questions about the text				
Standards: RI. 1.1				
Trimester	1	2	3	4
1				
2	Rarely able to ask or answer questions about texts.	With teacher prompting and support, asks and answers questions about grade level texts.	Asks and answers questions about grade level texts.	Asks and answers questions about above grade level texts.
3	Rarely able to ask or answer questions about texts.	With teacher prompting and support, asks and answers questions about grade level texts.	Asks and answers questions about grade level texts.	Asks and answers questions about above grade level texts.



Report Card Indicator: Identifies the main topic and retells key details of the text				
Standards: RI.1.2				
Trimester	1	2	3	4
1				
2	Rarely identifies the main topic and key details from a text.	With teachersupport identifies the main topic and retells key details from a text.	Identifies the main topic, retells key details from a text.	Identifies the main topic, retells key details from a text and organizes them by headings.
3	Rarely identifies the main topic and key details from a text.	With teachersupport identifies the main topic and retells key details from a text.	Identifies the main topic, retells key details from a text.	Identifies the main topic, retells key details from a text and organizes them by headings.



Report Card Indicator: Uses text features to locate information in the text				
Standards: RI.1.7				
Trimester	1	2	3	4
1				
2	Rarely able to use text features such as illustrations, headings, diagrams, and table of contents to describe key details in text.	With teacher support, uses text features such as illustrations, headings, diagrams, and table of contents to describe key details in text.	Uses text features such as illustrations, headings, diagrams, and table of contents to describe key details in text.	Uses text features such as illustrations, headings, diagrams, and table of contents to describe key details in text to clarify the meaning of the text.
3	Rarely able to use text features such as illustrations, headings, diagrams, and table of contents to describe key details in text.	With teacher support, uses text features such as illustrations, headings, diagrams, and table of contents to describe key details in text.	Uses text features such as illustrations, headings, diagrams, and table of contents to describe key details and locate information in the text.	Uses text features such as illustrations, headings, diagrams, and table of contents to describe key details and locate information in text to clarify the meaning of the text.



Foundational Skills

Report Card Indicator: Knows and applies grade-level phonics and word analysis in decoding words				
Standards: R.F.1.1., RF.1.2, RF.1.3				
Trimester	1	2	3	4
1	Rarely able to apply grade-level phonics and word analysis in decoding words.	With teacher support, knows and applies grade-level phonics and word analysis in decoding words.	Knows and applies grade-level phonics and word analysis in decoding words.	Knows and applies above grade-level phonics and word analysis in decoding
2	Rarely able to apply grade-level phonics and word analysis in decoding words.	With teacher support, knows and applies grade-level phonics and word analysis in decoding words.	Knows and applies grade-level phonics and word analysis in decoding words.	Knows and applies grade-level phonics and word analysis in decoding words.
3	Rarely able to apply grade-level phonics and word analysis in decoding words.	With teacher support, knows and applies grade-level phonics and word analysis in decoding words.	Knows and applies grade-level phonics and word analysis in decoding words.	Knows and applies grade-level phonics and word analysis in decoding words.



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Report Card Indicator: Reads accurately and fluently to support comprehension				
Standards: R.F.1.4				
Trimester	1	2	3	4
1				
2	Reads slowly and in-accurately with little or no expression.	With teacher prompting and support, reads accurately, smoothly, and with some expression.	Reads accurately, smoothly and with expression.	Reads accurately, smoothly and with expressive interpretation guided by the author's meaning.
3	Reads slowly and in-accurately with little or no expression.	With teacher prompting and support, reads accurately, smoothly, and with some expression.	Reads accurately, smoothly and with expression.	Reads accurately, smoothly and with expressive interpretation guided by the author's meaning.



MPS Grade 1 Writing

Writing

Report Card Indicator: Writes to communicate ideas and information effectively				
Standards: W.1.1, W.1.2, W.1.3				
Trimester	1	2	3	4
1	Rarely able to write sentences for a specific purpose that has been taught. Rarely applies learned writing strategies.	With teacher prompting and support, writes sentences for a specific purpose that has been taught. With teacher prompting and support, applies learned writing strategies.	Writes sentences for a specific purpose that has been taught. Applies learned writing strategies	Writes sentences with details for a specific purpose that has been taught. Applies and extends learned writing strategies.
2	Rarely able to write sentences with some details for a specific purpose that has been taught. Rarely applies learned writing strategies.	With teacher prompting and support, writes sentences with some details for a specific purpose that has been taught. With teacher prompting and support, applies learned writing strategies.	Writes sentences with some details for a specific purpose that has been taught. Applies learned writing strategies.	Writes sentences with details, higher level vocabulary, and descriptive language for a specific purpose that has been taught. Applies and extends learned writing strategies.
3	Rarely able to write sentences with some details for a specific purpose that has been taught. Rarely applies learned writing strategies.	With teacher prompting and support, writes sentences with some details for a specific purpose that has been taught. With teacher prompting and support, applies learned writing strategies.	Writes sentences with some details for a specific purpose that has been taught. Applies learned writing strategies.	Writes sentences with details, higher level vocabulary, and descriptive language for a specific purpose that has been taught. Applies and extends learned writing strategies.



Report Card Indicator: With guidance and support , focuses on a topic and adds details to strengthen writing				
Standards: W.1.5				
Trimester	1	2	3	4
1	Rarely able to respond to questions or suggestions and add details to pictures or story.	With direction and guidance begins to follow writing process strategies and add details to writing.	Begins to respond to writing process strategies. Begins to focus on a topic and add details to pictures and words.	Works independently to incorporate writing process strategies. Topic is expanded with a focus on details.
2	Able to add a few ideas and details with pictures and words. Writing may lack focus.	Primarily adds details to pictures. Some words are added to the writing through teacher conferencing. Writing is not always focused.	Through teacher and partner conferencing uses writing process strategies to add to own writing. Topic is focused.	Works independently to incorporate writing process strategies. Topic is expanded with a focus on details.
3	Story very basic, with limited details. May lack focus and organization.	Evidence of writing process strategies with teacher guidance and prompting. Topic may be focused with some details.	Through teacher and partner conferencing uses writing process strategies to strengthen their writing.	Works independently to incorporate writing process strategies. Topic is expanded with a focus on details. Writing volume and stamina have increased.



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Report Card Indicator: With guidance and support gathers information from print/digital sources and personal experiences				
Standards: W.1.6				
Trimester	1	2	3	4
1				
2	Rarely able to use print/digital information as a source. May use some personal experiences.	With guidance and support can gather limited information from print/digital sources and personal experiences.	With guidance and support gathers information from print/digital sources and personal experiences.	Independently gathers information from print/digital sources and personal experiences.
3	Rarely able to use print/digital information as a source. May use some personal experiences.	With guidance and support can gather limited information from print/digital sources and personal experiences.	With guidance and support gathers information from print/digital sources and personal experiences.	Independently gathers information from print/digital sources and personal experiences.



Report Card Indicator: Collaborates in a shared research and writing project about a topic				
Standards: W.1.7				
Trimester	1	2	3	4
1				
2	Rarely contributes to shared research and writing projects. Ideas may be off topic.	Attempts to participate in shared research and writing projects. Contributions may be off topic.	Participates in shared research and writing projects.	Contributes to shared research and writing projects with expanded knowledge on a topic.
3	Rarely contributes to shared research and writing projects. Ideas may be off topic.	Attempts to participate in shared research and writing projects. Contributions may be off topic.	Participates in shared research and writing projects.	Contributes to shared research and writing projects with expanded knowledge on a topic.

Language

Report Card Indicator: Demonstrates a command of grade-appropriate conventions of standard English grammar				
Standards: L.1.1				
Trimester	1	2	3	4
1				
2	Rarely varies sentence patterns. Rarely demonstrates use of appropriate standard English grammar (i.e. verb tenses, subject/verb agreement, and pronoun referents).	Begins to vary sentence patterns. Demonstrates some use of appropriate standard English grammar (i.e. verb tenses, subject/verb agreement, and pronoun referents).	Varies sentence patterns. Demonstrates use of appropriate standard English grammar (i.e. verb tenses, subject/verb agreement, and pronoun referents).	Consistently varies sentence patterns. Demonstrates use of appropriate standard English grammar (i.e. verb tenses, subject/verb agreement, and pronoun referents).
3	Rarely varies sentence patterns. Rarely demonstrates use of appropriate standard English grammar (i.e. verb tenses, subject/verb agreement, and pronoun referents).	Begins to vary sentence patterns. Demonstrates some use of appropriate standard English grammar (i.e. verb tenses, subject/verb agreement, and pronoun referents).	Varies sentence patterns. Demonstrates use of appropriate standard English grammar (i.e. verb tenses, subject/verb agreement, and pronoun referents).	Consistently varies sentence patterns. Demonstrates use of appropriate standard English grammar (i.e. verb tenses, subject/verb agreement, and pronoun referents).



Report Card Indicator: Acquires and uses grade-level vocabulary				
Standards: L.1.4, L.1.5, L.1.6				
Trimester	1	2	3	4
1	Rarely uses learned vocabulary in writing. Unable to read learned vocabulary consistently. Little or no understanding of the words.	With teacher prompting and support, uses learned vocabulary in writing. Reads learned vocabulary accurately. Limited or inconsistent understanding of those words.	Uses learned vocabulary in writing. Reads learned vocabulary accurately and understands the meaning of these words.	Consistently uses learned vocabulary in writing in more sophisticated ways (i.e. gaze/look). Reads learned vocabulary accurately and understands the meaning of these words.
2	Rarely uses learned vocabulary in writing. Unable to read learned vocabulary consistently. Little or no understanding of the words.	With teacher prompting and support, uses learned vocabulary in writing. Reads learned vocabulary accurately. Limited or inconsistent understanding of those words.	Uses learned vocabulary in writing. Reads learned vocabulary accurately and understands the meaning of these words.	Consistently uses learned vocabulary in writing in more sophisticated ways (i.e. gaze/look). Reads learned vocabulary accurately and understands the meaning of these words.
3	Rarely uses learned vocabulary in writing. Unable to read learned vocabulary consistently. Little or no understanding of the words.	With teacher prompting and support, uses learned vocabulary in writing. Reads learned vocabulary accurately. Limited or inconsistent understanding of those words.	Uses learned vocabulary in writing. Reads learned vocabulary accurately and understands the meaning of these words.	Consistently uses learned vocabulary in writing in more sophisticated ways (i.e. gaze/look). Reads learned vocabulary accurately and understands the meaning of these words.

Report Card Indicator: Uses conventions of capitalization, punctuation, and spelling when writing

Standards: L.1.2

Trimester	1	2	3	4
1	Rarely able to use conventional spelling of common spelling patterns and write HF words. Use of capitalization and punctuation are not consistent.	With teacher prompting and support beginning to use conventional spelling patterns and writes some HF words. Use of capitalization and punctuation are not consistent.	Uses conventional spelling of common spelling patterns and writes many HF words. Uses capitalization and punctuation that have been taught.	Uses conventional spelling of common spelling patterns and for frequently occurring irregular words. Writes most HF words. Uses capitalization and punctuation in writing consistently.
2	Rarely able to use conventional spelling of common spelling patterns and write HF words. Use of capitalization and punctuation are not consistent.	With teacher prompting and support beginning to use conventional spelling patterns and writes some HF words. Use of capitalization and punctuation are not consistent.	Uses conventional spelling of common spelling patterns and writes many HF words. Uses capitalization and punctuation that have been taught.	Uses conventional spelling of common spelling patterns and for frequently occurring irregular words. Writes most HF words. Uses capitalization and punctuation in writing consistently.
3	Rarely able to use conventional spelling of common spelling patterns and write HF words. Use of capitalization and punctuation are not consistent.	With teacher prompting and support beginning to use conventional spelling patterns and writes some HF words. Use of capitalization and punctuation are not consistent.	Uses conventional spelling of common spelling patterns and writes many HF words. Uses capitalization and punctuation that have been taught.	Uses conventional spelling of common spelling patterns and for frequently occurring irregular words. Writes most HF words. Uses capitalization and punctuation in writing consistently.



Listening and Speaking

Report Card Indicator: Participates in discussions with a group				
Standards: SL. 1. 1				
Trimester	1	2	3	4
1	Rarely participates in collaborative conversations, listening to others and taking turns when speaking.	Occasionally participates in collaborative conversations, listening to others and taking turns when speaking.	Participates in collaborative conversations, listening to others and taking turns when speaking.	Participates in collaborative conversations, listening to others and taking turns when speaking. Will also ask and answer questions. Builds on another's point of discussion.
2	Rarely participates in collaborative conversations, listening to others and taking turns when speaking.	Occasionally participates in collaborative conversations, listening to others and taking turns when speaking.	Participates in collaborative conversations, listening to others and taking turns when speaking.	Participates in collaborative conversations, listening to others and taking turns when speaking. Will also ask and answer questions. Builds on another's point of discussion.
3	Rarely participates in collaborative conversations, listening to others and taking turns when speaking.	Occasionally participates in collaborative conversations, listening to others and taking turns when speaking.	Participates in collaborative conversations, listening to others and taking turns when speaking.	Participates in collaborative conversations, listening to others and taking turns when speaking. Will also ask and answer questions. Builds on another's point of discussion.



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Report Card Indicator: Asks and answers questions about key details from text read aloud				
Standards: SL.1.2, SL.1.3				
Trimester	1	2	3	4
1	Occasionally answers questions about key details from a text read aloud and will rarely ask questions.	Answers questions about key details from a text read aloud if prompted. Does not ask questions to gain further clarification.	Asks and answers questions about key details in a text read aloud or information presented orally. Occasionally will ask a question for further clarification.	Asks and answers questions about key details in a text read aloud or information presented orally. Will also ask and answer questions about information presented orally to gather additional information or clarification.
2	Occasionally answers questions about key details from a text read aloud and will rarely ask questions.	Answers questions about key details from a text read aloud if prompted. Does not ask questions to gain further clarification.	Asks and answers questions about key details in a text read aloud or information presented orally. Occasionally will ask a question for further clarification.	Asks and answers questions about key details in a text read aloud or information presented orally. Will also ask and answer questions about information presented orally to gather additional information or clarification.
3	Occasionally answers questions about key details from a text read aloud and will rarely ask questions.	Answers questions about key details from a text read aloud if prompted. Does not ask questions to gain further clarification.	Asks and answers questions about key details in a text read aloud or information presented orally. Occasionally will ask a question for further clarification.	Asks and answers questions about key details in a text read aloud or information presented orally. Will also ask and answer questions about information presented orally to gather additional information or clarification.



Report Card Indicator: Describes familiar people, places, things and events with relevant details				
Standards: SL. 1. 4, SL.1.5,SL.1.6				
Trimester	1	2	3	4
1	Rarely speaks with details or description about familiar people, places, things and events.	Requires prompting and support to speak with details to describe familiar people, places, things, and events.	Describes familiar people, places, things, and events with relevant details.	Uses elaboration and relevant details in speaking about familiar people, places, things, and events.
2	Rarely speaks with details or description about familiar people, places, things and events.	Requires prompting and support to speak with details to describe familiar people, places, things, and events.	Describes familiar people, places, things, and events with relevant details.	Uses elaboration and relevant details in speaking about familiar people, places, things, and events.
3	Rarely speaks with details or description about familiar people, places, things and events.	Requires prompting and support to speak with details to describe familiar people, places, things, and events.	Describes familiar people, places, things, and events with relevant details.	Uses elaboration and relevant details in speaking about familiar people, places, things, and events.



Report Card Indicator: Describes and expresses thoughts, feelings, and ideas clearly				
Standards: SL. 1. 6				
Trimester	1	2	3	4
1	Has difficulty expressing thoughts, feelings and ideas clearly.	Requires prompting and support to express thoughts, feelings and ideas clearly.	Speaks to express thoughts, feelings and ideas clearly most of the time.	Consistently speaks to express thoughts, feelings and ideas with elaboration.
2	Has difficulty expressing thoughts, feelings and ideas clearly.	Requires prompting and support to express thoughts, feelings and ideas clearly.	Speaks to express thoughts, feelings and ideas clearly most of the time.	Consistently speaks to express thoughts, feelings and ideas with elaboration.
3	Has difficulty expressing thoughts, feelings and ideas clearly.	Requires prompting and support to express thoughts, feelings and ideas clearly.	Speaks to express thoughts, feelings and ideas clearly most of the time.	Consistently speaks to express thoughts, feelings and ideas with elaboration.