

# GRADE 1

## QUARTER 1 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.1.1 Ask and answer questions about key details in a text.</b>	<ul style="list-style-type: none"> <li>• Recall some answers from within the text.</li> <li>• Do not answer questions in complete sentences.</li> <li>• Do not ask questions about the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall answers from within the text.</li> <li>• Do not answer questions in complete sentences.</li> <li>• Seek information about basic information and ideas from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall answers using complete sentences.</li> <li>• Seek information about the text.</li> <li>• Seek clarification about information.</li> </ul>	Read Level I books and above independently while asking thin and thick questions and answering teacher-posed questions accurately.
<b>R.1.2 Retell familiar text, identify main ideas(s) and retell key details.</b>	<ul style="list-style-type: none"> <li>• Unable to retell events or retells every event, not just the important ones</li> <li>• Unable to identify any important details in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Retell multiple important events in a longer text, not necessarily in order.</li> <li>• Identify two important details; unable to explain why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell multiple important events in a longer text in the beginning, middle, and end (e.g., not every single detail).</li> <li>• Identify main idea and three important details.</li> </ul>	Read Level I books and above independently and explains a character’s behavior from beginning to end and what events caused the behavior.
<b>RL.1.3 Describe characters, settings, and events using key details.</b>	<ul style="list-style-type: none"> <li>• Unable to identify a character</li> <li>• Unable to describe what the character is like</li> </ul>	<ul style="list-style-type: none"> <li>• Identify only the main character of the story.</li> <li>• Describe the characters using words such as happy or sad, but do not extend the description beyond basic feelings.</li> <li>• Reference an example from the text to describe the character as happy or sad.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main and supporting characters.</li> <li>• Describe the characters using details from the text to support their description.</li> </ul>	Read Level I books and above independently and explains a character’s behavior from beginning to end and what events caused the behavior.
<b>R.1.6 Identify who is telling the story at various points.</b>	<ul style="list-style-type: none"> <li>• Identify main character only or is unable to identify any characters</li> </ul>	<ul style="list-style-type: none"> <li>• Identify who the main and supporting characters are, not necessarily who is telling the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify who is telling the story at various parts of the story.</li> <li>• Identify that the narrator may or may not be a character in the story.</li> </ul>	Read Level I books and above independently and explain the impact of who is talking how the story goes.

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## QUARTER 2 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.1.1 Ask and answer questions about key details in a text.</b>	<ul style="list-style-type: none"> <li>Recall answers from within the text; does not answer questions in complete sentences.</li> <li>Begins to ask questions such as: <b>I wonder...</b> to seek information and ideas from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Recall answers from within the text using complete sentences.</li> <li>Begins to ask questions such as: <b>I wonder...</b> Seek information about the text. <b>Why did...</b> Seek clarification about information.</li> </ul>	<ul style="list-style-type: none"> <li>Recall answers using complete sentences.</li> <li>Identify evidence from the text (I think .... because ....).</li> <li>Share ideas about why or how something happened.</li> <li>Begins to ask questions such as: <b>I wonder...</b> To seek information about and beyond the text. <b>Why did...</b> Seek clarification about information. <b>I predict...</b> Use information from the text to make reasonable predictions about the outcome of the story or the solution to the problem.</li> </ul>	Provide answers that show a different way of thinking about the text. Naturally and spontaneously shares additional insights and questions about the text.
<b>R.1.2 Retell familiar text, identify main ideas(s) and retell key details.</b>	<ul style="list-style-type: none"> <li>Retell multiple important events in a longer text not necessarily in order.</li> <li>Identify 2 important detail; unable to explain why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>Retell multiple important events in a longer text in the order they happen (beginning, middle and end).</li> <li>Identify main idea and 3 important details; unable to explain why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>Retell important ideas from the text in an organized way &amp; identify the problem and explains how it was solved (may be short or long).</li> <li>Identify main idea and 4 important details and explains why they are important.</li> </ul>	Explain a character's behavior from beginning to end and what events caused the behavior.
<b>RL.1.3 Describe characters, settings, and events using key details.</b>	<ul style="list-style-type: none"> <li>Identify only the main character of the story.</li> <li>Describe the characters using words such as happy or sad, but does not extend the description beyond basic feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Identify who the main and supporting characters are.</li> <li>Describe the characters using 1 detail from the text to support their description.</li> <li>Use text examples to describe characters personalities and feeling words beyond happy or sad.</li> </ul>	<ul style="list-style-type: none"> <li>Identify who the main and supporting characters are.</li> <li>Describe the characters using examples from the text that describe characters' physical features.</li> <li>Describe or draws the setting based on details from the text.</li> <li>Recount &amp; describe the events in order at any given point.</li> </ul>	Use understanding of characters' traits, setting descriptions and events to make predictions.

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## QUARTER 2 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.1.6 Identify who is telling the story at various points.</b>	<ul style="list-style-type: none"> <li>Identify who the main and supporting characters are.</li> </ul>	<ul style="list-style-type: none"> <li>Identify who is telling the story either throughout the story or at various parts of the story.</li> <li>Understand the narrator may or may not be a character in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Identify who is telling the story either throughout the story or at various parts of the story.</li> <li>Identify when dialogue and dialogue tags are used to show who is speaking and how they are speaking.</li> </ul>	Identify 1st or 3rd person. Provides 2 pieces of evidence from the text to support choice.
<b>R.1.7 Use illustrations to describe key details, topics, and supporting details.</b>	<ul style="list-style-type: none"> <li>Locate illustrations in the story, but does not use them to describe characters, setting and events.</li> <li>Locate illustrations in the text, but does not use them to describe the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific information in the illustrations or graphics that helps describe characters, setting and events.</li> <li>Use specific information in the illustrations and graphics to help describe the topic of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify information in the illustrations or graphics that helps describe characters, setting and events.</li> <li>Connect illustrations to specific details written in the text.</li> <li>Identify information in illustrations and graphics to help describe the topic of the text.</li> </ul>	Predict accurately and explains reasons for the prediction using at least 1 detail from an illustration or graphic.
<b>RI.1.8 Identify the reasons an author gives to support the big idea of the text.</b>	<ul style="list-style-type: none"> <li>Tell what the topic of the text is.</li> <li>Does not identify any details or information from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify an author’s reason for writing a text.</li> <li>Sort details into most important and not important categories; sometimes accurately and sometimes inaccurately.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that the author wrote the text to inform or give information about a specific topic.</li> <li>Sort details into most important and not important categories.</li> <li>Sort main ideas from details.</li> <li>Share any 3-4 details from the text.</li> </ul>	Explain why the author chose to use specific details to prove his/her point or main idea of the text.

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## QUARTER 3 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.1.1 Ask and answer questions about key details in a text.</b>	Accurately answers within-the-text questions. Answers questions in complete sentences.	<ul style="list-style-type: none"> <li>• Recall answers from within the text using complete sentences.</li> <li>• Provides evidence from the text that supports answers to the questions (I think .... because of ....).</li> <li>• Share ideas about why or how something happened.</li> <li>• Ask questions like:  <b>I wonder...</b> Seeks information about and beyond the text.  <b>Why did...</b> Seeks clarification about information.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify evidence from the text (I think .... because ....).</li> <li>• State ideas about why or how something happened.</li> <li>• List multiple ideas from an informational text.</li> <li>• Ask questions/statements like:  <b>I wonder...</b> Seek information about and beyond the text.  <b>This makes me think of...</b> Makes text-to-self connection.  <b>Why did...</b> Seek clarification about information, story elements and plots of the text.  <b>I predict...</b> Use information from the text to make reasonable predictions about the outcome of the story or the solution to the problem.</li> </ul>	Provide answers that show a different way of thinking about the text. Naturally and spontaneously shares additional insights about the text.
<b>R.1.2 Retell familiar text, identify main ideas(s) and retell key details.</b>	<ul style="list-style-type: none"> <li>• Retell multiple important events in a longer text in the order they happen (beginning, middle and end).</li> <li>• Identify main idea and 1-2 important details; unable to explain why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the problem and explains how it was solved (may be short or long).</li> <li>• Identify main idea and 4 important details and explains why they are important.</li> <li>• Retell important ideas from the text in an organized way.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the problem and explains how it was solved by providing answers in one to two sentences.</li> <li>• Identify main idea and 5 or more important details and explains why they support the main idea.</li> <li>• State what the author wanted the reader to learn using information from the text.</li> <li>• Record information/ideas on a topic in a graphical way through discussions, writing.</li> <li>• Retell important ideas from the text in an organized way.</li> </ul>	Explain a character's behavior from beginning to end and what events caused the behavior.

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## QUARTER 3 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>RL.1.3 Describe characters, settings, and events using key details.</b>	<ul style="list-style-type: none"> <li>• Identify who the main and supporting characters are.</li> <li>• Describe the characters using 1 detail from the text to support their description.</li> <li>• Use text examples to describe characters personalities and feeling words beyond happy or sad.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify who the main and supporting characters are.</li> <li>• Describe the characters using 1 detail from the text to support their description-</li> <li>• Use text examples to describe characters personalities and feelings</li> <li>• Describe the setting based on details from the text. Explains which detail from the text helped them describe or draw the setting.</li> <li>• Recount and describes the events in order at any given point.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the characters using details from the text that describe characters’ physical features and feelings.</li> <li>• Describe the setting using one or more details (location and time).</li> <li>• Describe how the story might change if the characters, settings or events change.</li> </ul>	<ul style="list-style-type: none"> <li>• Use understanding of characters’ traits, setting descriptions and events to make predictions.</li> </ul>
<b>RI.1.5 Know and use text features to locate key facts.</b>	<ul style="list-style-type: none"> <li>• Unable to identify any text features, their purpose <u>and</u> the information they provide the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a text as fiction or information or nonfiction occasionally.</li> <li>• Use information from text features to explain understanding of a text or section of the text.</li> <li>• Understand: Headings, Table of Contents, Glossary, Index</li> <li>• Identify some of the 1st Grade text features by locating them in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify text as fictional and nonfiction or informational.</li> <li>• Explain rationale for decision (photos, illustrations, characters, plot, topic, graphic features, etc.).</li> <li>• Use information from text features to explain understanding of text or section of text.</li> <li>• Know how to use Headings, Table of Contents, Glossary, Index</li> <li>• Identify some of the 1st Grade text features by locating them in a text and describing their purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain genre beyond fiction and non-fiction to include specific genre such as animal fantasy, folktales, humor, expository.</li> </ul>

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Standard	1	2	3	4
<b>R.1.7 Use illustrations to describe key details, topics, and supporting details.</b>	<ul style="list-style-type: none"> <li>• Identify specific information in the illustrations or graphics that helps describe characters, setting and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific information in the illustrations or graphics that helps describe characters, setting and events.</li> <li>• Use specific information in the illustrations and graphics to help describe the topic of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific information within the illustration that helps him/her to understand the text (e.g. the picture shows the character is feeling ____, the setting looks ____, the picture shows what the ____ looks like, etc.).</li> <li>• Connect illustrations to specific details written in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Use illustrations to predict accurately and explains reasons for the prediction using at least 2 details from an illustration or graphic.</li> </ul>
<b>RI.1.8 Identify the reasons an author gives to support the big idea of the text.</b>	<ul style="list-style-type: none"> <li>• Identify an author’s reason for writing a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort details into most important and not important categories. Practices distinguishing between main idea and important details.</li> <li>• Share any 2 details from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between main idea and important details.</li> <li>• Explain why some details are more important than other details.</li> <li>• Identify the main idea of a text.</li> <li>• Share 5+ important details that support the main idea of the text.</li> <li>• Identify an author’s reason for writing a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why the author chose to use specific details to prove his/her point or main idea of the text.</li> <li>• Relate supporting details to main idea and explains how the argument is built.</li> </ul>

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## QUARTER 4 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>RL.K.3 Describe characters, settings, and events using key details.</b>	<ul style="list-style-type: none"> <li>Identify only the main characters.</li> <li>Describe the characters using 1 detail from the text to support their description</li> <li>Describes setting abased on details form the text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and loosely describes who the main and supporting characters are.</li> <li>Describes setting.</li> <li>Explain which details from the text helped them describe the setting.</li> <li>Recount and describes the events in order at any given point.</li> <li>Describe how the story might change if the characters, settings or events change.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describes the characters using multiple details from the text that describe characters’ physical features, personalities and feelings.</li> <li>Describe the setting using two or more details (location and time). - Explain which details from the text helped them describe or draw the setting. (Locates specific setting references in the text)</li> <li>Describe how the story might change if the characters, settings or events change.</li> <li>Explain why the change would happen.</li> </ul>	<p>Based on what we have read so far, what do you predict to happen next?</p> <p>Use understanding of characters’ traits, setting descriptions and events to make predictions</p>
<b>R.K.5 Know and use text features to locate key facts.</b>	<ul style="list-style-type: none"> <li>Identify a text as fiction or information or nonfiction occasionally.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify a text as fiction or informational or nonfiction. - Identifies why the author wrote the text by using “to teach or inform” and “entertain” as appropriate language.</li> <li>Uses Headings, Table of Contents, Glossary, and Index.</li> <li>Identify some of the 1st Grade text features by locating them in a text and describing their purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Identify why the author wrote the text by using “to teach or inform me about _____” (names topic) and “entertain” as appropriate language.</li> <li>Use information from text features and text to explain understanding of text or section of text.</li> <li>Identify and uses Headings, Table of Contents, Glossary, and Index.</li> <li>Explain why a text feature helps the reader understand a particular section of text.</li> </ul>	<p>Use at least 3 key details from text features (NF) or chapter titles and section headings(F) to explain a prediction they made or to ask a lingering question.</p>

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## QUARTER 4 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.1.9 Compare and contrast informational two texts.</b>	<ul style="list-style-type: none"><li>Does not notice similarities and difference or ONLY notices one of the other</li></ul>	<ul style="list-style-type: none"><li>Identifies 1 similarity and/or 1 difference between characters from 2 or more texts.</li><li>Identify 1 similarity and/or 1 difference between experiences characters from 2 or more texts have had.</li></ul>	<ul style="list-style-type: none"><li>Identify 2 or more similarities and differences between characters from 2 or more texts.</li><li>Identify 2 or more similarities and 2 or more differences between experiences characters from 2 or more texts have had (e.g. Three Little Pigs compared to <i>The True Story of the Three Little Pigs</i>).</li><li>Identify 2 or more similarities and 2 or more differences in details from two or more informational texts on the same topic.</li></ul>	Use Grade 2 rubric criteria.