Grade 1 Report Card

Student Name	Grade	Teacher	School	Year

Academic Explanation of Codes:
3: The student is currently meeting expectations of **end-of-grade-level concepts, skills, and strategies.** **2: With some support and scaffolding**, the student is currently approaching expectations of **end-of-grade level concepts, skills, and strategies.** **1:** The student is beginning to understand **end-of-grade level concepts, skills, and strategies** with consistent support and scaffolding. **E:** The student currently exceeds expectations of **end-of-grade level concepts, skills, and strategies**. They consistently apply them independently at an advanced level. ✱ Indicates the skill is not assessed at this time

Reading/Speaking and Listening

Standard	Trimester		
	1	2	3
Speaking and Listening: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.PE.1.1.)			
Speaking and Listening: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.PI.1.4.)			
Speaking and Listening: Produce complete sentences when appropriate to task and situation.(SL.AS.1.6.)			
Reading Foundational Skills- Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.(L.RF.1.2.)			
Reading Foundational Skills: Phonics: Know and apply grade-level phonics and word analysis skills in decoding words. (L.RF.1.3.)			
Reading Foundational Skills: Phonics: Read high-frequency and			

grade-level irregular words with automaticity (e.g. fly, walk, old). (L.RF.1.3.)			
Reading Foundational Skills: Fluency: Read with sufficient accuracy and fluency to support comprehension.(L.RF.1.4.)			
Reading Literature: Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). (RL.CR.1.1.)			
Reading Literature: Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).(RL.CI.1.2.)			
Reading Literature: Describe characters, settings, and major event(s) in a story, using key details.(RL.IT.1.3.)			
Reading Informational Text: Asks and answers questions about key details in an informational text (e.g., who, what, where, when, why, how). (RI.CR.1.1.)			
Reading Informational: Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). (RI.CI.1.2)			
Reading Literature: With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. (RL.TS.1.4)			
Reading Literature: Identify who is telling the story at various points in a text. (RL.PP.1.5.)			
Reading Literature: With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. (RL.MF.1.6.)			
Reading Literature: Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. (RI.AA.1.7.)			
Reading Literature: Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). (RL.CT.1.8.)			
Reading Informational: Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. (RI.IT.1.3.)			

Reading Informational Text: With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. (RI.TS.1.4.)			
Reading Informational Text: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.PP.1.5.)			
Reading Informational Text: With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. (RI.MF.1.6.)			
Reading Informational Text: Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures. (RI.CT.1.8.)			

Writing

Standard	**Trimester**		
	1	**2**	**3**
Writing Foundational Skills: Write the upper and lowercase alphabets from memory (L.WF.1.1)			
Writing Foundational Skills: Orally segment the phonemes in any single syllable, spoken word (L.WF.1.1)			
Writing Foundational Skills: Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, including short vowels and single consonants and consonant blends (L.WF.1.2.)			
Writing Foundational Skills: Capitalize the first word of a sentence, days of the week, months, names of people, and proper names (L.WF.1.3.)			
Writing Foundational Skills: Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations (L.WF.1.3.)			
Narrative Writing: With prompts and support, write narratives of several complete sentences based on real experiences or events. Introduce characters, organize event sequences, provide dialogue and details, use			

transitional words, provide reaction to events. (W.NW.1.3.)			
Narrative Writing: With prompts and support, write narratives of several complete sentences based on imagined experiences or events. Introduce characters, organize event sequences, provide dialogue and details, use transitional words, provide reaction to events. (W.NW.1.3.)			
Argumentative Writing: With prompts and support, write opinion pieces on a topic or texts. Introduce an opinion, support the opinion with facts or other information and examples related to the topic, provide a conclusion. (W.AW.1.1.)			
Informative Writing: With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. Introduce a topic, develop facts, provide a conclusion. (W.IW.1.2.)			
Writing Process: With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing (W.WP.1.4)			
Writing Research: With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic. (W.WR.1.5.)			
Sources of Evidence: With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic. (W.SE.1.6.)			
Range of Writing: Engage in discussion, drawing, and writing in brief but regular writing tasks. (W.RW.1.7)			

Math

Standard	**Trimester**		
	1	**2**	**3**
Operations and Algebraic Thinking: Uses addition within 20 to solve word problems with up to three addends using models and strategies (1.OA.A)			
Operations and Algebraic Thinking: Uses subtraction within 20 to solve word problems using models and strategies (1.OA.A)			
Operations and Algebraic Thinking: Determines the unknown number in addition and subtraction equations and uses knowledge of the meaning of the equal sign to determine if an addition or subtraction problem is true or false. (1.OA.B, 1.OA.D)			

Operations and Algebraic Thinking: Demonstrates accuracy and efficiency for addition and subtraction within 10. (1.OA.C.6)			
Numbers and Operations in Base Ten: Represents 2-digit numbers using groups of tens and ones and compares them using the symbols <,> and = (1.NBT.B)			
Numbers and Operations in Base Ten: Uses place value strategies to add and subtract within 100 (1.NBT.C)			
Numbers and Operations in Base Ten: Counts to 120, starting at any number less than 120, and, reads and writes numerals up to 120 (1.NBT.A.1)			
Numbers and Operations in Base Ten: Finds 10 more or 10 less than a 2 digit-number, without having to count (1.NBT.C.5)			
Measurement: Tells and writes time to the hour and half-hour using analog and digital clocks (1.M.B.3)			
Measurement: Know the comparative values of coins and all dollar bills. Use all appropriate notation for monetary values. (1.M.C)			
Measurement: Orders three objects by lengths and compares lengths of two objects using a third object and expresses the length of an object as a whole number of length units. (1.M.A)			
Data Literacy: Organizes, represents, and interprets data with up to three categories (1.DL.A.1)			
Geometry: Partitions circles and rectangles into two or four equal shares and describes comparisons in words (1.G.A.3)			
Geometry: Understands and applies knowledge of shapes and their attributes to compare and create 2- and 3- dimensional shapes (1.G.A.2)			

Science/Social Studies

Standard	**Trimester**		
	1	**2**	**3**
Life Science: Demonstrates an understanding of how adult plants and animals and their offspring can be alike and different (1.LS1.2)			
Earth's Place in the Universe: Demonstrates an understanding of how seasonal patterns of sunrise and sunset can be observed, described, and predicted (1-ESS1-2)			
Physical Science: Demonstrates an understanding of how different materials affect the path of light in different ways (1.PS4.3)			

Social Studies: Demonstrates an understanding of how to use a map in relation to where they currently live and countries around the world (6.1.2.Geo.SV.1)			
Social Studies: Demonstrates an understanding of why Americans recognize specific traditions, holidays and celebrations (6.1.2.HistoryUP.2)			
Social Studies: Explains how needs and wants have changed family life over time. (6.1.2.EconET.1)			
Social Studies: Demonstrates an understanding of how real life civic action impacts their local, national or global communities (6.3.2.GeoGI.1)			

Art

	Trimester		
	1	**2**	**3**
Creating: Recognizes and utilizes grade appropriate elements and principles of art. (1.5.2)			
Presenting: Uses grade appropriate techniques to create artwork with various materials. (1.5.2)			
Demonstrates appropriate skills in following classroom procedures and expectations			

PE

	Trimester		
	1	**2**	**3**
Movement Skills, Concepts and Physical Fitness: Motor Skills and Fitness Concepts (Demonstrates developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance and recreational activities) (2.1.2)			
Personal Safety: Safety and Sportsmanship: Demonstrates appropriate behaviors and safety rules and explains how they contribute to moving safely during basic activities. (Follows basic activity and safety rules/works well in small groups and teams) (2.1.2)			

Health

	Trimester		
	1	2	3
Personal Growth and Development: Comprehends, demonstrates, and evaluates health related concepts necessary for health promotion and risk reduction. (eg. decision making, family life and nutrition) (2.1.2)			
Demonstrates appropriate skills in following classroom procedures and expectations			

Library Media

	Trimester		
	1	2	3
Identifies the parts of a book: front cover, back cover, spine, and title page. (NJSLS 9.4.2)			
Identifies the differences between fiction and nonfiction text. (RL.1.5.)			
Listens and responds appropriately to literary texts. (RL.1.1.)			
Demonstrates appropriate skills in following classroom procedures and expectations			

Spanish

	Trimester		
	1	2	3
Novice Low language learners can identify a few familiar words, symbols, and memorized phrases in very familiar contexts. (WL 7.1.NL.IPRET)			
Novice Low language learners can communicate using practiced and memorized words and phrases on familiar topics. They can begin answering simple questions using gestures, pictures and one word answers. (WL 7.1.NL.IPERS)			
Novice Low language learners can express basic information about themselves using memorized words and phrases using gestures or visuals. (WL 7.1.NL.PRSNT)			
Demonstrates appropriate skills in following classroom procedures and expectations			

Music

	Trimester		
	1	**2**	**3**
Creating/Performing: Demonstrates appropriate rhythm skill development (1.3A.2)			
Creating/Performing: Demonstrates appropriate tonal skill development (1.3A.2)			
Creating/Performing: Demonstrates appropriate music performance skills (1.3A.2)			
Classroom Expectations: Demonstrates appropriate skills in following classroom procedures and expectations			

21st Century Skills Explanation of Codes:
3: The student consistently displays these skills in both independent and group tasks. **2:** The student often displays these skills, but needs reminders and prompting to become more consistent and independent. These behaviors do not impede academic/social performance but could use more practice. **1:** Even with reminders, prompting, and support, the student has difficulty demonstrating the skill regularly. **E:** The student consistently displays these skills in both independent and group tasks. The student shows leadership qualities and strong decision-making.

21st Century Skills - Effective Communication	**Trimester**		
	1	**2**	**3**
Listens attentively and responds appropriately.			
Communicates clearly using written and/or verbal methods.			
Demonstrates age-appropriate body language and tone when speaking or presenting.			

21st Century Skills - Self-Directed Learning	Trimester		
	1	2	3
Thoughtfully completes tasks in a timely manner.			
Accepts and uses instruction/feedback to make decisions or change practices.			
Demonstrates responsibility across all settings.			

21st Century Skills - Creative and Practical Problem Solving	Trimester		
	1	2	3
Identifies potential problems and considers solutions.			
Follows through to ensure the problem is solved.			
Perseveres in the face of challenges.			
Considers others' perspectives when problem solving.			

21st Century Skills - Team Collaboration	Trimester		
	1	2	3
Demonstrates effective collaboration.			

21st Century Skills - Behaviors that Support Learning	Trimester		
	1	2	3
Respects classroom materials			
Takes care of personal belongings.			
Takes responsibility for actions			
Understands and follows classroom routines.			

Attendance	Trimester		
	1	2	3
Absent			
Tardy			

Teacher Comments Trimester 1
Progress discussed at conferences.

Teacher Comments Trimester 2

Teacher Comments Trimester 3

THE PAGES BELOW CONTAIN A DETAILED EXPLANATION OF THE GRADES ABOVE

Detailed Explanation of Standards

Speaking and Listening: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.PE.1.1.)		**Trimester**		
		1	**2**	**3**
3	**Student consistently listens** and actively participates in collaborative conversations with peers.			
2	**With support and prompting**, student listens and participates in collaborative conversations with peers.			
1	**With substantial prompting and support**, student has difficulty listening and does not participate in collaborative conversations with peers.			
E	Student **consistently** and **independently** initiates ***complex*** discussions and participates in collaborative conversations with peers in small or larger groups in a way that enhances and enriches the experience for all.			

Speaking and Listening: Speaking and Listening: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.PI.1.4.)		**Trimester**		
		1	**2**	**3**
3	**Student consistently** describes people, places, things, and events with relevant details.			
2	**With support and prompting,** student is beginning to describe people, places, things, and events with relevant details.			
1	**With substantial prompting and support**, student has difficulty describing people, places, things, and events with relevant details.			
E	Student **consistently** and **independently** describes ***complex*** people, places, things, and events with only relevant and thoughtful details.			

Speaking and Listening: Produce complete sentences when appropriate to task and situation. (SL.AS.1.6.)		**Trimester**		
		1	**2**	**3**
3	**Student consistently** speaks and expresses ideas in complete sentences.			
2	**With support and prompting**, student is beginning to speak and express ideas in complete sentences			
1	**With substantial prompting and support**, student has difficulty speaking and expressing ideas in complete sentences			
E	Student **consistently** and **independently** speaks and expresses ***complex*** thoughts and idea in an organized manner using complete sentences **.**			

Reading Foundational Skills- Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (L.RF.1.2.)		**Trimester**		
		1	**2**	**3**
3	**Student consistently** distinguishes long from short vowels, blends sounds to make words, isolates and produces the beginning, the middle, and the ending sounds of a word, and segments words into their complete sequence of individual sounds.			
2	**With support**, student is beginning to distinguish long from short vowels, blend sounds to make words, isolate and produce the beginning, the middle and the ending sounds of a word, and segment words into their complete sequence of individual sounds.			
1	**With substantial prompting and support**, student has difficulty distinguishing long from short vowels, blending sounds to make words, isolating and producing the beginning, the middle and the ending sounds of a word, and segmenting words into their complete sequence of individual sounds.			
E	Student can **consistently** and **independently,** and **accurately** distinguish long from short vowels, blend sounds to make words, isolate and produce the beginning, middle, and the ending sounds of a word, and segment words into their complete sequence of individual sounds and can apply these skills to **above grade-level words** that are multisyllabic.			

Reading Foundational Skills-Phonics: Know and apply grade-level phonics and word analysis skills in decoding words. (L.RF.1.3.)		**Trimester**		
		1	**2**	**3**
3	**Student consistently** applies knowledge of grade-level phonics and word analysis skills to decode unknown words.			
2	**With support**, student is beginning to apply knowledge of grade-level phonics and word			

	analysis skills to decode unknown words.			
1	**With substantial prompting and support**, student has difficulty applying knowledge of grade-level phonics and word analysis skills to decode unknown words.			
E	Student **consistently** and **independently,** and **accurately** applies ***above-grade-level*** phonics and word analysis skills to decode unknown words, even when reading above grade level text.			

Reading Foundational Skills-Phonics: Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). (L.RF.1.3.)		**Trimester**		
		1	**2**	**3**
3	**Student consistently** reads high-frequency and grade-level irregular words.			
2	**With support** student is beginning to read high-frequency and grade-level irregular words.			
1	**With substantial prompting and support**, student has difficulty reading high-frequency and grade-level irregular words.			
E	Student **consistently** and **independently,** and **accurately** applies ***above-grade-level*** phonics and word analysis skills to read high-frequency and **above grade-level** irregular words.			

Reading Foundational Skills- Fluency: Read with sufficient accuracy and fluency to support comprehension.(L.RF.1.4.)		**Trimester**		
		1	**2**	**3**
3	**Student independently** reads (an expected) grade-level text with ***sufficient*** accuracy, prosody, and fluency to support comprehension			
2	Student is **approaching** the ability to read (an expected) grade-level text. Students reads with ***partial*** accuracy, prosody, and fluency to support comprehension.			
1	**With substantial prompting and support,** student needs further practice reading (an expected) grade-level text. Student reads with ***limited*** accuracy, prosody, and fluency to support comprehension of information from the text.			
E	Student **consistently** and **independently** reads ***above grade-level text*** with ***ample*** accuracy, prosody, and fluency to support comprehension. Student can read a variety of texts using appropriate rate and expression.			

Reading Literature: Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). (RL.CR.1.1.)		Trimester		
		1	2	3
3	**Student independently** asks and answers questions about key details in a text.			
2	**With support,** student answers teacher-directed questions about key details in a text and is beginning to formulate questions about the text			
1	**With substantial prompting and support,** student has difficulty answering teacher-directed questions about key details in a text			
E	Student **consistently** and **independently** initiates asking and answering questions about key details in an ***above-grade level*** text during both group and independent reading experiences.			

Reading Literature: Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).(RL.CI.1.2.)		Trimester		
		1	2	3
3	**Student independently** retells stories using key details in a way that demonstrates their understanding of the central message or lesson of the text			
2	**With support,** student retells some details and information from the text.			
1	**With substantial prompting and support,** student has difficulty recalling details and information from the text.			
E	Student **consistently** and **independently** retells stories using ***ample*** key details in a way that ***extends their understanding*** of the main idea of the text, applying lessons or messages learned from the text to their own experiences, to other stories or text they've read previously, or to the world around them in a relevant, meaningful way.			

Reading Literature: Describe characters, settings, and major event(s) in a story, using key details. (RL.IT.1.3.)		Trimester		
		1	2	3
3	**Student independently** describes characters, settings, and major events in a story, using key details.			
2	**With support,** student identifies (and is beginning to describe) characters, settings, and major events in a story, using some key details.			
1	**With substantial prompting and support,** student has difficulty identifying characters, settings, and major events in a story.			

E	Student **consistently** and **independently** describes characters, setting, and major events in a story using ***elaborate*** details using an ***above-grade level text.*** Student's description compares and contrasts characters, setting, and major events in a story, demonstrating an understanding of how these story elements are connected to one another.			

Reading Informational Text: Asks and answers questions about key details in an informational text (e.g., who, what, where, when, why, how). (RI.CR.1.1.)		**Trimester**		
		1	**2**	**3**
3	**Student independently** asks and answers questions about key details in a text.			
2	**With support,** student answers teacher-directed questions about key details in a text and is beginning to formulate questions about the text			
1	**With substantial prompting and support,** student has difficulty answering teacher-directed questions about key details in a text			
E	Student **consistently** and **independently** initiates asking and answering questions about key details in an ***above-grade-level*** text during both group and independent reading experiences.			

Reading Informational: Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. (RI.IT.1.3.)		**Trimester**		
		1	**2**	**3**
3	**Student independently** describes relationships among pieces of information within a text.			
2	**With support,** student answers teacher-directed prompts and is beginning to describe relationships among pieces of information within a text.			
1	**With substantial prompting and support,** student has difficulty describing relationships among pieces of information within a text.			
E	Student **consistently** and **independently** initiates describing relationships among pieces of information within a text in an ***above-grade-level*** text during both group and independent reading experiences.			

Reading Literature: With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. (RL.TS.1.4)		**Trimester**		
		1	**2**	**3**
3	**Student independently** explains major differences between books that tell stories and books that give information recognizing organization and features of literary texts while drawing on a wide range of text types.			
2	**With support,** student is beginning to explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts while drawing on a wide range of text types.			
1	**With substantial prompting and support,** student has difficulty explaining major differences between books that tell stories and books that give information recognizing organization and features of literary texts while drawing on a wide range of text types.			
E	Student **consistently** and **independently** explains major differences between books that tell stories and books that give information recognizing organization and features of literary texts within a text in an ***above-grade-level*** text during both group and independent reading experiences.			

Reading Informational Text: With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. (RI.TS.1.4.)		**Trimester**		
		1	**2**	**3**
3	**Student independently** student explains major differences between books that tell stories and books that give information, identifying various text features to locate key facts or information in a text while drawing on a wide range of text types.			
2	**With support,** student is beginning to explain major differences between books that tell stories and books that give information, identifying various text features to locate key facts or information in a text while drawing on a wide range of text types.			
1	**With substantial prompting and support,** student has difficulty explaining major differences between books that tell stories and books that give information, identifying various text features to locate key facts or information in a text while drawing on a wide range of text types.			
E	Student **consistently** and **independently** explains major differences between books that tell stories and books that give information, identifying various text features to locate key facts or information within a text while drawing on a wide range of text types in an ***above-grade-level*** text during both group and independent reading experiences.			

Reading Literature: Identify who is telling the story at various points in a text. (RL.PP.1.5.)		Trimester		
		1	2	3
3	**Student independently** identifies who is telling the story at various points in a text.			
2	**With support,** student answers teacher-directed questions about who is telling the story at various points in a text.			
1	**With substantial prompting and support,** student has difficulty identifying who is telling the story at various points in a story			
E	Student **consistently** and **independently** identifies who is telling the story at various points in a text using ***elaborate*** details and explanation using an ***above-grade level text.***			

Reading Informational Text: Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). (RI.CI.1.2)		Trimester		
		1	2	3
3	**Student independently** retells stories using key details in a way that demonstrates their understanding of the main topic of the text			
2	**With support,** student retells some details and information from the text.			
1	**With substantial prompting and support,** student has difficulty recalling details and information from the text.			
E	Student **consistently** and **independently** retells stories using ***ample*** key details in a way that ***extends their understanding*** of the main idea of the text and can locate key facts or information in a text by applying various text features (e.g., headings, table of contents, glossaries, captions) in a meaningful way.			

Reading Informational Text: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.PP.1.5.)		Trimester		
		1	2	3
3	**Student independently** distinguishes between information provided by pictures or illustrations and information provided by the words in a text.			
2	**With support,** student is beginning to distinguish between information provided by pictures or illustrations and information provided by the words in a text.			
1	**With substantial prompting and support,** student has difficulty distinguishing between			

	information provided by pictures or illustrations and information provided by the words in a text.			
E	Student **consistently** and **independently** distinguishes between information provided by pictures or illustrations and information provided by the words in a text in an ***above-grade-level*** text during both group and independent reading experiences.			

Reading Literature: With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. (RL.MF.1.6.)		**Trimester**		
		1	**2**	**3**
3	**Student independently** uses illustrations and details to describe characters, settings, and events in a story.			
2	**With support,** student is beginning to describe characters, settings, and events in a story with illustrations and details.			
1	**With substantial prompting and support,** student has difficulty describing characters, settings, and events in a story with illustration and details.			
E	Student **consistently** and **independently** describes characters, setting, and major events in a story using ***elaborate*** details and illustrations in ***above-grade level text.*** Student's illustration of characters, setting, and major events in a story demonstrate an understanding of how these story elements are connected to one another.			

Reading Informational Text: With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. (RI.MF.1.6.)		**Trimester**		
		1	**2**	**3**
3	**Student independently** use text features to describe key details in informational text.			
2	**With support,** student is beginning to use text features to help describe key ideas.			
1	**With substantial prompting and support,** student has difficulty using text features to describe key ideas.			
E	Student **consistently** and **independently** uses text features to describe key ideas or information within a text while drawing on a wide range of text types in an ***above-grade-level*** text during both group and independent reading experiences.			

Reading Literature: Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. (RI.AA.1.7.)		Trimester 1	Trimester 2	Trimester 3
3	**Student independently** identifies the reasons an author gives to support points in a text and explains the application of this information.			
2	**With support,** student is beginning to identify the reasons an author gives to support points in a text and explain the application of this information with prompting questions.			
1	**With substantial prompting and support,** student has difficulty identifying reasons an author gives to support points in a text and is unable to explain the application of this information.			
E	Student **consistently** and **independently** identify reasons an author gives to support points in a text and explain the application of this information with ***ample*** details in a way that ***extends their understanding.***			

Reading Literature: Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). (RL.CT.1.8.)		Trimester 1	Trimester 2	Trimester 3
3	**Student independently** identifies similarities and differences between two literacy texts on the same topic.			
2	**With support,** student is beginning to identify similarities and differences between two literary texts on the same topic with prompting questions.			
1	**With substantial prompting and support,** student has difficulty identifying similarities and differences between two literary texts on the same topic.			
E	Student **consistently** and **independently** identify similarities and differences between two literacy texts on the same topic in **above grade level** text with ***ample*** details in a way that ***extends their understanding.***			

Reading Informational Text: Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures. (RI.CT.1.8.)		Trimester 1	Trimester 2	Trimester 3
3	**Student independently** identifies similarities and differences between two informational texts on the same topic.			
2	**With support,** student is beginning to identify similarities and differences between two informational texts on the same topic with prompting questions.			

1	**With substantial prompting and support,** student has difficulty identifying similarities and differences between two informational texts on the same topic.			
E	Student **consistently** and **independently** identify similarities and differences between two informational texts on the same topic in **above grade level** text with ***ample*** details in a way that ***extends their understanding.***			

Narrative Writing: With prompts and support, write narratives of several complete sentences based on real experiences or events. Introduce characters, organize event sequences, provide dialogue and details, use transitional words, provide reaction to events. (W.NW.1.3.)		**Trimester**		
		1	**2**	**3**
3	**Student independently** produces narrative writing that is organized in a logical sequence, supplies details throughout and uses transition words to support the written organization.			
2	**With support**, the student is beginning to produce narrative writing organized in a logical sequence with at least partial details. The student uses temporal words inconsistently, causing some of the writing to be less organized.			
1	**With substantial prompting and support**, student has difficulty producing narrative writing that is organized in a logical sequence and has limited details throughout. Student does not use temporal words to support organization.			
E	Student **consistently** and **independently** uses ***ample***, ***varied,*** and ***complex*** transition words to organize events in narrative writing. Student's writing shows evidence of sensory details and provides a conclusion that reflects the narrative style.			

Narrative Writing: With prompts and support, write narratives of several complete sentences based on imagined experiences or events. Introduce characters, organize event sequences, provide dialogue and details, use transitional words, provide reaction to events. (W.NW.1.3.)		**Trimester**		
		1	**2**	**3**
3	**Student independently** produces narrative writing that is organized in a logical sequence, supplies details throughout and uses transition words to support the written organization.			
2	**With support**, the student is beginning to produce narrative writing organized in a logical sequence with at least partial details. The student uses temporal words inconsistently, causing some of the writing to be less organized.			
1	**With substantial prompting and support**, student has difficulty producing narrative writing that is organized in a logical sequence and has limited details throughout. Student does not use temporal words to support organization.			

E	Student **consistently** and **independently** uses ***ample***, ***varied,*** and ***complex*** transition words to organize events in narrative writing. Student's writing shows evidence of sensory details and provides a conclusion that reflects the narrative style.			

Argumentative Writing: Writes opinion pieces by introducing a topic, states an opinion, provides reasons, and a conclusion (W.1.1.)		**Trimester**		
		1	**2**	**3**
3	**Student independently** produces writing that fully introduces the topic, states an opinion and provides reasons for support, and provides a sense of closure related to the topic.			
2	**With support**, student is beginning to produce writing that introduces the topic, states an opinion or reason for the opinion, and attempts to provide a closure.			
1	**With substantial prompting and support**, student has difficulty introducing the topic and providing an opinion or reasons. Student does not supply a closure.			
E	Student **consistently** and **independently** produces writing that fully introduces a ***strong*** topic, states a ***relevant*** opinion and provides multiple reasons for support, and provides a ***strong*** sense of closure related to the topic.			

Informative Writing: With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. Introduce a topic, develop facts, and provide a conclusion. (W.IW.1.2.)		**Trimester**		
		1	**2**	**3**
3	**Student independently** produces informative writing that fully introduces the topic, includes sufficient facts, and provides a sense of closure related to the topic.			
2	**With support**, student is beginning to produce informative writing that introduces the topic, includes partial facts, and provides a sense of closure related to the topic.			
1	**With substantial prompting and support**, student has difficulty producing informative writing that introduces the topic, includes limited facts, and states a conclusion.			
E	Student **consistently** and **independently** demonstrates an ***above-grade level*** command of informative writing that fully introduces the topic, includes a variety of facts, and provides a **strong** sense of closure related to the topic.			

Writing Foundational Skills: Write the upper and lowercase alphabets from memory (L.WF.1.1)		**Trimester**		
		1	**2**	**3**
3	**Student consistently** writes the uppercase and lowercase letters from memory.			

2	**With support,** student is beginning to write the uppercase and/or lowercase letters from memory.			
1	**With substantial prompting and support,** student has difficulty writing uppercase and lowercase letters from memory.			
E	Student **consistently** and **independently** demonstrates ***above-grade level*** writing upper and lowercase letters from memory.			

Writing Foundational Skills: Orally segment the phonemes in any single syllable, spoken word (L.WF.1.1)		**Trimester**		
		1	**2**	**3**
3	**Student consistently** segments the sound in single syllable words when spoken.			
2	**With support,** student is beginning to segment the sound in single syllable words when spoken.			
1	**With substantial prompting and support,** student has difficulty orally segmenting the sounds in single syllable spoken words.			
E	Student **consistently** and **independently** orally segments sounds ***above-grade level*** in a spoken word of one or more syllables.			

Writing Foundational Skills: Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, including short vowels and single consonants and consonant blends (L.WF.1.2.)		**Trimester**		
		1	**2**	**3**
3	**Student consistently** encodes and spells common, regular, single-syllable words, including short vowels and single consonants and consonant blends.			
2	**With support,** student is beginning to encode and spell common, regular, single-syllable words, including short vowels and single consonants and consonant blends.			
1	**With substantial prompting and support,** student has difficulty encoding and spelling common, regular, single-syllable words, including short vowels and single consonants and consonant blends.			
E	Student **consistently** and **independently** encodes and spells at ***above-grade level*** including multisyllabic words and words with suffixes.			

Writing Foundational Skills: Capitalize the first word of a sentence, days of the week, months, names of people, and proper names (L.WF.1.3.)		Trimester		
		1	2	3
3	**Student consistently** capitalizes the first word of a sentence, days of the week, months, names of people and places.			
2	**With support,** student is beginning to capitalize the first word in a sentence and inconsistently capitalizes days of the week, months, and names of people and places.			
1	**With substantial prompting and support,** student struggles to capitalize the first word of a sentence **and produces limited** capitalization for days of the week, months, names of people and places.			
E	Student **consistently** and **independently** capitalizes the first word of a sentence, days of the week, months, names of people and places. at ***above-grade level*** including holidays, and geographic names.			

Writing Foundational Skills: Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations (L.WF.1.3.)		Trimester		
		1	2	3
3	**Student consistently** matches periods, question marks, and exclamation points to the correct statements of questions, commands, and exclamations.			
2	**With support,** student is beginning to match periods, question marks, and exclamation points to the correct statements of questions, commands, and exclamations.			
1	**With substantial prompting and support,** student struggles to match periods, question marks, and exclamation points to the correct statements of questions, commands, and exclamations.			
E	Student **consistently** and **independently** student demonstrates an ***above-grade level*** command of punctuation by applying punctuation correctly while writing questions, commands, and exclamations.			

Writing Process: With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing (W.WP.1.4)		Trimester		
		1	2	3
3	**Student consistently** develops and strengthen writing by planning, revising, and editing.			
2	**With support,** student is beginning to plan, revise, and edit to strengthen their writing.			

1	**With substantial prompting and support,** student struggles to plan, revise, and edit their writing.			
E	Student **consistently** and **independently** develops and strengthens writing by planning, revising, and editing by participating in **self-evaluation** during both group and independent writing experiences.			

Writing Research: With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic. (W.WR.1.5.)		**Trimester**		
		1	**2**	**3**
3	**Student consistently** generates questions through shared research about a topic and using sources to obtain information on that topic.			
2	**With support,** student is beginning to generate questions through shared research about a topic and using sources to obtain information on that topic.			
1	**With substantial prompting and support,** student struggles to generate questions through shared research about a topic and has difficulty using sources to obtain information on that topic.			
E	Student **consistently** and **independently** generates questions in shared research as well as research a topic and determine sources to obtain additional information both during group and independent writing experiences.			

Sources of Evidence: With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic. (W.SE.1.6.)		**Trimester**		
		1	**2**	**3**
3	**Student consistently** gathers information from multiple sources to answer a question or write about a topic.			
2	**With support,** student gathers and selects information with teacher prompting to answer questions or write about a topic			
1	**With substantial prompting and support,** student has difficulty gathering and selecting information from multiple sources to answer a question or write about a topic.			
E	Student **consistently** and **independently** gathers information from multiple ***above-grade level*** sources to write detailed responses answering a question or write about a topic both in a group setting or independent writing experience.			

Range of Writing: Engage in discussion, drawing, and writing in brief but regular writing tasks. (W.RW.1.7.)		Trimester		
		1	2	3
3	**Student consistently** engages in discussion, drawing, and writing in brief regular writing tasks.			
2	**With support,** student is beginning to engage in discussion, drawing, and writing in brief regular writing tasks.			
1	**With substantial prompting and support,** student has difficulty engaging in discussion, drawing, and writing in brief, regular writing tasks.			
E	Student **consistently** and **independently** engages in discussion drawings, and writing in detailed writing tasks in both group and independent writing experiences.			

Operations and Algebraic Thinking: Uses addition within 20 to solve word problems with up to three addends using models and strategies (1.OA.A)		Trimester		
		1	2	3
3	Student accurately uses addition within 20 to solve word problems with up to three addends.			
2	With support**,** student uses addition within 20 to solve word problems with up to three addends.			
1	With substantial prompting and support, student has difficulty using addition within 20 to solve word problems with up to three addends.			
E	Student ***consistently*** and ***independently*** uses addition to solve word problems with up to three addends with sums up to 100.			

Operations and Algebraic Thinking: Uses subtraction within 20 to solve word problems using models and strategies (1.OA.A)		Trimester		
		1	2	3
3	Student uses subtraction within 20 to solve word problems.			
2	**With support,** student uses subtraction within 20 to solve word problems.			
1	**With substantial prompting and support,** student has difficulty using subtraction within 20 to solve word problems.			
E	**Student consistently and independently** uses subtraction within 100 to solve word problems.			

Operations and Algebraic Thinking: Operations and Algebraic Thinking: Determines the unknown number in addition and subtraction equations and uses knowledge of the meaning of the equal sign to determine if an addition or subtraction problem is true or false. (1.OA.B, 1.OA.D)		Trimester		
		1	2	3
3	Student determines the unknown number in addition and subtraction equations and uses knowledge of the meaning of the equal sign to determine if an addition or subtraction problem is true or false.			
2	With support, student determines the unknown number in addition and subtraction equations and uses knowledge of the meaning of the equal sign to determine if an addition or subtraction problem is true or false.			
1	**With substantial prompting and support,** student has difficulty determining the unknown number in addition and subtraction equations and uses knowledge of the meaning of the equal sign to determine if an addition or subtraction problem is true or false.			
E	N/A			

Operations and Algebraic Thinking: Demonstrates accuracy and efficiency for addition and subtraction within 10. (1.OA.C.6)		Trimester		
		1	2	3
3	Student accurately accuracy adds and subtracts within 10			
2	**With support,** student accurately accuracy adds and subtracts within 10			
1	**With substantial prompting and support,** student accurately accuracy adds and subtracts within 10			
E	**Student consistently and independently** adds and subtracts numbers beyond 10.			

Numbers and Operations in Base Ten: Represents 2-digit numbers using groups of tens and ones and compares them using the symbols <,> and = (1.NBT.B)		Trimester		
		1	2	3
3	Student accurately represents 2-digit numbers using groups of tens and ones and compares them.			
2	**With support,** student represents 2-digit numbers using groups of tens and ones and compares them.			
1	**With substantial prompting and support,** student has difficulty representing 2-digit			

	numbers using groups of tens and ones and compares them.			
E	**Student consistently and independently** represents ***3-digit numbers*** using groups of hundreds, tens and ones and compares them.			

Numbers and Operations in Base Ten: Uses place value strategies to add and subtract within 100 (1.NBT.C)		**Trimester**		
		1	**2**	**3**
3	Student accurately adds and subtracts within 100.			
2	**With support,** student adds and subtracts within 100.			
1	**With substantial prompting and support,** student has difficulty adding and subtracting within 100.			
E	**Student consistently and independently** adds and subtracts ***within 1,000.***			

Numbers and Operations in Base Ten: Counts to 120, starting at any number less than 120, and, reads and writes numerals up to 120 (1.NBT.A.1)		**Trimester**		
		1	**2**	**3**
3	Student accurately counts up to 120, and reads and writes numerals to 120.			
2	**With support,** counts up to 120, and reads and writes numerals to 120. student reads and writes numerals to 120.			
1	**With substantial prompting and support,** counts up to 120, and reads and writes numerals to 120.			
E	**Student consistently and independently** reads, writes, and counts numbers beyond 120.			

Numbers and Operations in Base Ten: Finds 10 more or 10 less than a 2 digit-number, without having to count (1.NBT.C.5)		**Trimester**		
		1	**2**	**3**
3	Student accurately finds 10 more or 10 less than a given 2 digit-number and sufficiently explains the reasoning used.			
2	**With support,** student can mentally find 10 more or 10 less than a given 2 digit-number and is beginning to partially explain the reasoning used.			
1	**With substantial prompting and support,** student has difficulty mentally finding 10 more or 10 less than a given 2 digit-number and has limited knowledge in the reasoning used.			

E	**Student consistently and independently** consistently and independently add 10 and 100 to any given number using mental math.			

Measurement: Tells and writes time to the hour and half-hour using analog and digital clocks (1.M.B.3)		**Trimester**		
		1	**2**	**3**
3	Student accurately tells and writes time to the hour and half-hour using analog and digital clocks.			
2	**With support,** student tells and writes time to the hour and half-hour using analog and digital clocks.			
1	**With substantial prompting and support**, student has difficulty telling and writing time to the hour and half-hour using analog and digital clocks.			
E	Students consistently and independently tells time to the nearest 5 minutes using a.m. and p.m. for digital and analog clocks.			

Measurement: Know the comparative values of coins and all dollar bills. Use all appropriate notation for monetary values. (1.M.C)		**Trimester**		
		1	**2**	**3**
3	Student accurately knows the comparative values of coins and all dollar bills. Use all appropriate notation for monetary values.			
2	**With support,** student knows the comparative values of coins and all dollar bills. Use all appropriate notation for monetary values.			
1	**With substantial prompting and support,** student has difficulty finding comparative values of coins and all dollar bills and using all appropriate notation for monetary values.			
E	**Student consistently and independently** knows the comparative values of coins and all dollar bills. Use all appropriate notation for monetary values.			

Measurement: Orders three objects by lengths and compares lengths of two objects using a third object and expresses the length of an object as a whole number of length units. (1.M.A)		**Trimester**		
		1	**2**	**3**
3	Student accurately orders three objects to length and compares and orders lengths of two objects using a third object and accurately measures objects using a whole number of length units.			

2	**With support,** student orders three objects by length and compares and orders lengths of two objects using a third object and measures objects using a whole number of length units.			
1	**With substantial prompting and support**, student orders three objects by length and compares and orders lengths of two objects using a third object and measures objects using a whole number of length units.			
E	N/A			

Data Literacy: Organizes, represents, and interprets data with up to three categories (1.DL.A.1)		**Trimester**		
		1	**2**	**3**
3	Student consistently and independently reads and interprets data in graphs.			
2	**With support,** student reads and interprets data in graphs.			
1	**With substantial prompting and suppor**t, student has difficulty reading and interpreting data in graphs.			
E	Student consistently and independently reads and interprets data in graphs in ***more than 3 categories.***			

Geometry: Partitions circles and rectangles into two or four equal shares and describes comparisons in words (1.G.A.3)		**Trimester**		
		1	**2**	**3**
3	Student accurately partitions circles and rectangles into 2 and 4 equal parts and describes the comparison.			
2	**With support,** student partitions circles and rectangles into 2 and 4 equal parts and describes the comparison.			
1	With **substantial prompting and support**, student partitions circles and rectangles into 2 and 4 equal parts and describes the comparison.			
E	Student **consistently and independently** partitions circles and rectangles into any given number of equal parts and describes the comparison.			

Geometry: Understands and applies knowledge of shapes and their attributes to compare and create 2- and 3- dimensional shapes (1.G.A.2)		Trimester		
		1	2	3
3	Student consistently and independently applies knowledge of shapes and their attributes to compare and create 2- and 3- dimensional shapes.			
2	With support, Student is beginning to apply knowledge of shapes and their attributes to compare and create 2- and 3- dimensional shapes.			
1	With substantial prompting and support, Student has difficulty applying knowledge of shapes and their attributes to compare and create 2- and 3- dimensional shapes.			
E	N/A			

Life Science: Demonstrates an understanding of how adult plants and animals and their offspring can be alike and different (1.LS1.2)		Trimester		
		1	2	3
3	Student understands how adult plants and animals and their offspring can be alike and different.			
2	**With support**, student understands how adult plants and animals and their offspring can be alike and different.			
1	**With substantial prompting and support,** student has difficulty demonstrating an understanding of how adult plants and animals and their offspring can be alike and different.			

Physical Science: Demonstrates an understanding of how different materials affect the path of light in different ways (1.PS4.3)		Trimester		
		1	2	3
3	Student understands how different materials affect the path of light in different ways.			
2	**With support**, student understands how different materials affect the path of light in different ways.			
1	**With substantial prompting and support,** student has difficulty understanding how different materials affect the path of light in different ways.			
E	Student **consistently** understands how different materials affect the path of light in different ways. Student **independently** applies learning in new ways.			

Earth's Place in the Universe: Demonstrates an understanding of how seasonal patterns of sunrise and sunset can be observed, described, and predicted (1-ESS1-2)		Trimester		
		1	2	3
3	Student understands of how seasonal patterns of sunrise and sunset can be observed, described, and predicted.			
2	**With support,** student understands of how seasonal patterns of sunrise and sunset can be observed, described, and predicted.			
1	**With substantial prompting and support,** student understands of how seasonal patterns of sunrise and sunset can be observed, described, and predicted.			
E	Student **consistently** understands of how seasonal patterns of sunrise and sunset can be observed, described, and predicted.. Student **independently** applies learning in new ways.			

Social Studies: Demonstrates an understanding of how to use a map in relation to where they currently live and countries around the world (6.1.2.Geo.SV.1)		Trimester		
		1	2	3
3	Student understands how to use a map in relation to where they currently live and countries around the world			
2	**With support,** student understands how to use a map in relation to where they currently live and countries around the world			
1	**With substantial prompting and support**, student has difficulty understanding how to use a map in relation to where they currently live and countries around the world			
E	Student **consistently** understands how to use a map in relation to where he or she lives and to countries around the world. Student **independently** applies learning in new ways.			

Social Studies: Demonstrates an understanding of why Americans recognize specific traditions, holidays and celebrations (6.1.2.HistoryUP.2)		Trimester		
		1	2	3
3	Student understands why Americans recognize specific traditions, holidays and celebrations during this marking period			
2	**With support**, student understands why Americans recognize specific traditions, holidays and celebrations during this marking period.			
1	**With substantial prompting and support,** student has difficulty understanding why Americans recognize specific traditions, holidays and celebrations during this marking period			

E	Student **consistently-**understands why Americans recognize specific traditions, holidays, and celebrations during this marking period. Student **independently** applies learning in new ways.			

Social Studies: Explains how needs and wants have changed family life over time. (6.1.2.EconET.1)		**Trimester**		
		1	**2**	**3**
3	Student understands how needs and wants reflect changes in the American identity over time.			
2	**With support,** student is beginning to understand how needs and wants reflect changes in the American identity over time.			
1	**With substantial prompting and support**, student has difficulty understanding how needs and wants reflect changes in the American identity over time.			
E	Student **consistently** understands how needs and wants reflect changes in the American identity over time. Student **independently** applies learning in new ways			

Social Studies: Demonstrates an understanding of how real life civic action impacts their local, national or global communities (6.3.2.GeoGI.1)		**Trimester**		
		1	**2**	**3**
3	Student understands how real life civic action impacts their local, national or global communities			
2	**With support**, student understands how real life civic action impacts their local, national or global communities			
1	**With substantial prompting and support,** student has difficulty understanding how real life civic action impacts their local, national or global communities			
E	Student **consistently** understands how real life civic action impacts their local, national or global communities. Student **independently** applies learning in new ways.			

Grade 1 Art

Recognizes and utilizes grade appropriate elements and principles of art. (1.5.2)		**Trimester**		
		1	**2**	**3**
3	Student is able to create and/or recognize 2 and / or 3 dimensional works of art using the elements and principles of art, specifically Pattern, Variety, Proportion, Balance, Texture, Form, Space.			

2	**With support**, students can create 2 and / or 3 dimensional works of art using the elements and principles of art, specifically Pattern, Variety, Proportion, Balance, Texture, Form, Space.			
1	**With substantial prompting and support**, student has difficulty creating 2 and / or 3 dimensional works of art using the elements and principles of art, specifically Pattern, Variety, Proportion, Balance, Texture, Form, Space.			
E	Student can **consistently and independently** create 2 and / or 3 dimensional works of art using the elements and principles of art, specifically Pattern, Variety, Proportion, Balance, Texture, Form, Space			

Uses grade appropriate techniques to create artwork with various materials. (1.5.2)		**Trimester**		
		1	**2**	**3**
3	**Student understands** the media being used and demonstrates the skills needed to apply techniques.			
2	**With support**, students can demonstrate an understanding of the media being used and demonstrates the skills needed to apply techniques.			
1	With **substantial prompting and support**, student has difficulty demonstrating understanding of the media being used and the skills needed to apply techniques.			
E	Student can **consistently and independently** demonstrate understanding of the media being used and demonstrates the skills needed to apply techniques.			

Grade 1 Physical Education

Motor Skills and Fitness Concepts (Demonstrates developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance and recreational activities) (2.1.2)		**Trimester**		
		1	**2**	**3**
3	Student performs movements/locomotor skills and object control with developmentally appropriate control in isolated and applied settings. Student is developing spatial, coordination skills and is developing an understanding of what it means to be physically fit during this marking period.			
2	**With support,** student performs movements/locomotor skills and object control with developmentally appropriate control in isolated and applied settings. Student is developing spatial, coordination skills and is developing and understanding of what it means to be physically fit during this marking period.			
1	**With substantial prompting and support**, student has difficulty performing			

	movements/locomotor skills and object control with developmentally appropriate control in isolated and applied settings. Student is developing spatial, coordination skills and is developing and understanding of what it means to be physically fit during this marking period.			
E	Student **consistently and independently** demonstrates a depth of knowledge/skills beyond the standard during this marking period			

Safety and Sportsmanship - Demonstrates appropriate behaviors and safety rules and explains how they contribute to moving safely during basic activities. (Follows basic activity and safety rules/works well in small groups and teams). (2.1.2)		**Trimester**		
		1	**2**	**3**
3	Student demonstrates safe moving, good sportsmanship and character without teacher assistance that meets the standard during this marking period			
2	**With support**, student sometimes needs teacher assistance to meet standard during this marking period.			
1	**With substantial prompting and support**, student consistently needs teacher assistance to meet standard during this marking period.			
E	Student can **consistently and independently** demonstrates a depth of knowledge/skills beyond the standard during this marking period.			

Grade 1 Health

Comprehends, demonstrates, and evaluates health related concepts necessary for health promotion and risk reduction. (eg. decision making, family life and nutrition) (2.1.2)		**Trimester**		
		1	**2**	**3**
3	Students comprehends health-related concepts necessary for health promotion and risk reduction that meets the standard during this marking period.			
2	**With support**, student comprehends health-related concepts necessary for health promotion and risk reduction that meets the standard during this marking period.			
1	**With substantial prompting and support**, student comprehends health-related concepts necessary for health promotion and risk reduction that meets the standard during this marking period.			
E	Student **consistently and independently** demonstrates a depth of knowledge/skills beyond the standard during this marking period			

Grade 1 Library Media

Identifies the parts of a book: front cover, back cover, spine, and title page. (NJSLS 9.4.2)		Trimester		
		1	2	3
3	**Student** identifies the parts of a book: front cover, back cover, spine, and title page.			
2	**With support**, student identifies the parts of a book: front cover, back cover, spine, and title page.			
1	**With substantial prompting and support**, student identifies the parts of a book: front cover, back cover, spine, and title page.			
E	Student **consistently and independently** identifies the parts of a book: front cover, back cover, spine, and title page.			

Identifies the differences between fiction and nonfiction text. (RL.1.5.)		Trimester		
		1	2	3
3	**Student demonstrates understanding of** the differences between fiction and nonfiction text.			
2	**With support**, student demonstrates an understanding of the differences between fiction and nonfiction text.			
1	**With substantial prompting and support**, student demonstrates an understanding of the differences between fiction and nonfiction text.			
E	Student **consistently and independently** demonstrates an understanding of the differences between fiction and nonfiction text.			

Listens and responds appropriately to literary texts. (RL.1.1.)		Trimester		
		1	2	3
3	**Student** listens and responds appropriately to literary texts.			
2	**With support**, student listens and responds appropriately to literary texts.			
1	**With substantial prompting and support**, student listens and responds appropriately to literary texts.			
E	Student **consistently and independently** listens and responds appropriately to literary texts.			

Grade 1 Spanish

Novice Low language learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. (WL 7.1.NL.IPRET) ***Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.***		**Trimester**		
		1	**2**	**3**
3	Student identifies a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions and responds with physical actions and/or gestures to simple oral directions, commands, and requests.			
2	**With support,** the student identifies a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions and responds with physical actions and/or gestures to simple oral directions, commands, and requests.			
1	**With substantial prompting and support,** the student has difficulty identifying a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions and responds with physical actions and/or gestures to simple oral directions, commands, and requests.			
E	**Student consistently and independently** identifies a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions and responds with physical actions and/or gestures to simple oral directions, commands, and requests.			

Novice Low language learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning. (WL 7.1.NL.IPERS) ***Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.***	**Trimester**		
	1	**2**	**3**

3	Student responds to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.			
2	**With support**, student responds to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.			
1	**With substantial prompting and support**, the student has difficulty responding to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.			
E	**Student consistently and independently** responds to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.			

Novice Low language learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals. (WL 7.1.NL.PRSNT) ***Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.***		**Trimester**		
		1	**2**	**3**
3	Student successfully presents very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.			
2	**With support**, the student presents very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.			
1	**With substantial prompting and support**, the student has difficulty presenting very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.			
E	Student **consistently and independently** presents very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.			

Grade 1 Music

Demonstrates appropriate rhythm skill development (1.3A.2)		**Trimester**		
		1	**2**	**3**
3	Student successfully identifies, performs, labels, and/or responds to a variety of grade appropriate rhythm patterns.			

2	**With support**, student identifies, performs, labels, and/or responds to a variety of grade appropriate rhythm patterns.			
1	**With substantial prompting and support**, student has difficulty identifying, performing, labeling, and/or responding to a variety of grade appropriate rhythm patterns.			
E	Student **consistently and independently** identifies, performs, labels, and responds to a variety of grade appropriate rhythm patterns. Student may also demonstrate leadership among their peers as it relates to this indicator.			

Demonstrates appropriate tonal skill development (1.3A.2)		**Trimester**		
		1	**2**	**3**
3	Student successfully identifies, performs, labels, and/or responds to a variety of grade appropriate tonal patterns.			
2	**With support**, student identifies, performs, labels, and/or responds to a variety of grade appropriate tonal patterns.			
1	**With substantial prompting and support**, student has difficulty identifying, performing, labeling, and/or responding to a variety of grade appropriate tonal patterns.			
E	Student **consistently and independently** identifies, performs, labels, and responds to a variety of grade appropriate tonal patterns. Student may also demonstrate leadership among their peers as it relates to this indicator.			

Demonstrates appropriate music performance skills (1.3A.2)		**Trimester**		
		1	**2**	**3**
3	Student demonstrate developmentally appropriate engagement, responsiveness, and technique while contributing musically to informal and formal performances.			
2	**With support**, student demonstrates developmentally appropriate engagement, responsiveness, and technique while contributing musically to informal and formal performances.			
1	**With substantial prompting and support**, student demonstrates developmentally appropriate engagement, responsiveness, and technique while contributing musically to informal and formal performances.			
E	Student can **consistently and independently** demonstrate developmentally appropriate engagement, responsiveness, and technique while contributing musically to informal and formal performances. Student may also demonstrate			

	leadership among their peers as it relates to this indicator.			