First Grade Report Card – Parent Support
Reading

Reading	T1	T2	T3
1st Grade Benchmark Level	E	G	J
Meets Marking Period Benchmark (yes/no)			
Reading Fiction and Nonfiction			
Applies learned comprehension strategies	Uses comprehension strategies to: ● Use prior knowledge to connect with text (RL1.4, RI 1.1) ● Monitor and fix up: check for understanding/back up and reread (RL1.4, RI 1.4) ● Tell main idea and some supporting details (RL 1.3, RI 1.2) ● Make a picture or mental image (RL 1.7) ● Recognize literary elements (character/setting/ major event(s) (RL 1.7)	Uses comprehension strategies to: ● Ask questions throughout reading (RL 1.1, RI 1.1, RI 1.4) ● Summarize text/ sequence main events (RL 1.2, RI 1.2) ● Make and adjust predictions; use text to confirm (RL 1.1, RL 1.2) ● Recognize literary elements (problem, resolution, plot) (RL 1.3)	Uses comprehension strategies to: ● Recognize literary elements (genre, theme) (RL 1.5) ● Infer and support with evidence ((RL 1.4, RL 1.7) ● Use text features (RL 1.5) ● Determine and analyze author's purpose and support with text (RL 1.6, RI 1.8) ● Recognize and explain cause and effect relationships (RI 1.1, RI 1.2, RI 1.3) ● Compare and contrast within and between text (RL 1.9, RI 1.3, RI 1.9)
Identifies main idea and retells familiar stories (Standards RL 1.2, 1.3, 1.7; RI 1.2, 1.3, 1.7)	Describes characters, setting, and major events	Independently and in response to teacher prompts can retell stories including key details	Demonstrates understanding of central message or lesson Explains major differences

			between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Uses text features to retell details from nonfiction texts (Standards RI 1.1, 1.2. 1.3, 1.4, 1.5, 1.6, 1.7)	Uses the illustrations and details in a text to describe its key ideas Identifies the main topic and at least one key detail	Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text Asks and answers questions about key details in a text	Knows and uses various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Describes the connection between two individuals, events, ideas, or pieces of information in a text Asks and answers questions to help determine or clarify the meaning of words and phrases in a text.
Compares and contrasts two characters, stories, or topics (Standards RL 1.9; RI 1.9)	NA	Participates in verbal discussion to compare characters, adventures, or stories	Uses a venn diagram to compare characters, adventures, or stories
Reads grade level text (fiction and nonfiction) with understanding (standards RL 1.10; RI 1.10)	Uses marking period benchmark levels (E)	Uses marking period benchmark levels (G)	Uses marking period benchmark levels (I)
Demonstrates stamina when reading	Reads appropriate grade level text for at least 10 minutes without interruption	Reads appropriate grade level text for at least 20 minutes without interruption	Reads appropriate grade level text for at least 30 minutes without interruption
Foundations of Reading			
Applies word analysis strategies (Standards RF 1.2, 1.3)	Uses Accuracy strategies to: ● Look carefully at letters and words (RF 1.3) ● Cross checking (look right,	Uses Accuracy strategies to: ● Chunk letters and sounds together (RF 1.2, RF 1.3) ● Flip the sound (RF 1.2)	Uses Accuracy strategies to: ● Know final -e and common vowel team conventions for representing long vowel

	sound right, make sense) (RI 1.7) ● Use the pictures (RL 1.7, RI 1.6, RI 1.7) ● Use beginning and ending sounds (RF1.2, RF 1.3) ● Blend sounds: stretch and reread (RF 1.2, RF 1.3) ● Decode regularly spelled one-syllable words (CVC) ● Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word	● Skip the word then come back (RF 1.3) ● Trade a word/guess a word that makes sense (RF 1.3) ● Know the spelling-sound correspondences for common consonant digraphs and blends	sounds ● Decode two-syllable words following basic patterns by breaking the words into syllables ● Read words with inflectional endings ● Recognize and read grade-appropriate irregularly spelled words

Reads grade level text fluently or reads with sufficient fluency and accuracy to support comprehension
(Standard RF1.4)
	Uses fluency strategies to:
	● Read Voraciously (RF 1.4)
	● Read good fit books (RF 1.4, RL 1.10, RI 1.10)
		Uses fluency strategies to:
		● Use phrasing to read like you are speaking
		● Use punctuation to enhance fluency (ex: stop at a period.)
		● Reread Text
		  (RF 1.4)
			Uses fluency strategies to:
			● Read with the proper rate to earn at least a 2 on the end of year benchmark.
			● Read text as the author would say it, conveying the meaning or feeling
			  (RF 1.4)

Uses learned vocabulary in reading (Standards L1.4, 1.5, 1.6)	Uses Vocabulary Strategies to: ● Read voraciously (RF 1.4) ● Tune into interesting words (L 1.6) ● Recognize all words on the pre-primer Dolch sight word list	Uses Vocabulary Strategies to: ● Use prior knowledge and context to predict and confirm meaning (L 1.4, 1.5) ● Ask someone to define unknown words (L 1.5) ● Recognizes all words on the primer Dolch sight word list	Uses Vocabulary Strategies to: ● Use pictures, illustrations, and diagrams (L 1.4, 1.5) ● Use word parts to determine the meaning of words (prefixes, suffixes, etc) (L 1.4) ● Use dictionaries, thesaurus, and glossaries as tools (L1.4) ● Recognizes all words on the first grade Dolch sight

			word list
Shows understanding of spoken words, syllables, rhymes, and sounds (standards RF 1.2)	● Orally produce single-syllable words by blending sounds (phonemes) ● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words ● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	● Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	● Distinguish long from short vowel sounds in spoken single-syllable words.