



Grade 1 Reading Language Arts/SS Integrated Standards-Based Rubric

Student:	Teacher:
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Possible Evidence of Indicators

Observations:

- Whole Group Instruction
- Guided Reading Instruction
- Work Stations
- Independent Work
- Anecdotal Data

Conversations:

- Whole Group Instruction
- Guided Reading Instruction
- Guided Reading Conferences
- Work Stations
- Independent Work
- Diagnostic Interviews

Products:

- Independent Work Aligned to the TEKS
- Formative Assessment Data
- District-Created Sample Assessment Items
- Team Created Common Formative Assessments
- District Created Formative Assessments
- Work Station Tasks
- Performance Tasks
- Graphic Organizers
- Foldables
- Portfolios
- Self-Assessment Tasks

1st Nine Weeks

3 - Masters Standard	<ul style="list-style-type: none"> • Demonstrates and applies knowledge and understanding of learned concepts and skills • Meets requirements for grade-level work • Completes work accurately and independently
2 - Meets Standard	<ul style="list-style-type: none"> • Demonstrates partial knowledge and understanding of concepts and skills • Beginning to meet requirements for grade-level work • Requires extra time, instruction, assistance and/or practice
1 - Approaching Standard	<ul style="list-style-type: none"> • Demonstrates minimal knowledge and understanding of concepts and skills • Seldom meets requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice
0 - Does Not Meet Standard	<ul style="list-style-type: none"> • Has not made progress toward knowledge and understanding of concepts and skills • Does not meet requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice

ORAL LANGUAGE

1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<p>_____ Listens actively</p> <p>_____ Asks relevant questions based on information presented</p> <p>_____ Asks questions to clarify information</p> <p>_____ Uses multiple words when asking questions on information presented</p> <p>_____ Uses multiple words when answering questions on information presented</p>			

SOCIAL STUDIES PROCESS SKILLS

1.16B Apply critical-thinking skills to organize and use information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p>_____ Demonstrates critical thinking</p> <p>_____ Demonstrates critical thinking in sequencing information</p> <p>_____ Demonstrates critical thinking in categorizing information</p>			

1.1B Follow, restate, and give oral instructions over short, related sequence of events	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Follows oral directions <input type="checkbox"/> Follows oral directions that involve a sequence of actions <input type="checkbox"/> Restates oral directions accurately <input type="checkbox"/> Gives oral directions accurately to teacher or another classmate			
BEGINNING READING AND WRITING				
1.2Ai Produce a series of rhyming words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Produces rhyming words independently <input type="checkbox"/> Consistently identifies and produces rhyming words <input type="checkbox"/> Independently produces a series (3+) rhyming words			
1.2Aiii- (NOT assessed in Dual Language) Distinguish between long and short vowels in one syllable words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies long vowels in one syllable words <input type="checkbox"/> Identifies short vowels in one syllable words <input type="checkbox"/> Distinguishes between long and short vowels from consonants in one syllable words			
1.2Aiii-SLAR Recognize the change in spoken word when a specified syllable is added, changed, or removed;	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Recognize how words are change in spoken situations <input type="checkbox"/> Recognize how words are created when syllables are changed <input type="checkbox"/> Recognize how words are created when syllables are added <input type="checkbox"/> Recognize how words are created when syllables are removed			

1.2Bi (NOT assessed in Dual Language) Decode words in isolation and in context by applying common letter sound correspondences	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Decodes words in isolation <input type="checkbox"/> Decodes words in context <input type="checkbox"/> Understands how to apply common letter sound correspondences			
1.2Bi - SLAR Identify and match sounds to individual letters	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies 27 letter sounds correctly <input type="checkbox"/> Identifies 15-26 letter sounds correctly <input type="checkbox"/> Identifies 0-14 letters sounds correctly <input type="checkbox"/> Matches 27 letter sounds correctly <input type="checkbox"/> Matches 15-26 letter sounds correctly <input type="checkbox"/> Matches 0-14 letter sounds correctly			
1.2Bvi (NOT assessed in Dual Language) Identify and read at least 100 high-frequency words	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies AND reads MORE THAN 100 high frequency words context <input type="checkbox"/> Identifies 76-100 high frequency words <input type="checkbox"/> Reads 76-100 high frequency words context <input type="checkbox"/> Identifies 51-75 high frequency words <input type="checkbox"/> Reads 51-75 high frequency words context <input type="checkbox"/> Identifies 26-50 high frequency words <input type="checkbox"/> Reads 26-50 high frequency words context <input type="checkbox"/> Identifies 0-25 high frequency words <input type="checkbox"/> Reads 0-25 high frequency words in context			

1.2Bvi - SLAR Decodes three to four syllable words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Recognizes a word has multiple syllables <input type="checkbox"/> Decodes a three-syllable word <input type="checkbox"/> Decodes a four-syllable word			
1.2Ci (NOT assessed in Dual Language) Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Spell words with closed syllables <input type="checkbox"/> Spell words with open syllables <input type="checkbox"/> Spell words with VCe syllables <input type="checkbox"/> Spell words with vowel teams <input type="checkbox"/> Spell words with r-controlled syllables			
1.2Ci - SLAR Spelling common letter and sound correlations.	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Spell all 27 letters from audible pronunciations <input type="checkbox"/> Spell 15-26 letters from audible pronunciations <input type="checkbox"/> Spell 0-14 letters from audible pronunciations			

1.2Cii (NOT assessed in Dual Language) Spelling words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Spell words with initial consonant blends <input type="checkbox"/> Spell words with final consonant blends <input type="checkbox"/> Spell words with initial and final consonant blends <input type="checkbox"/> Spell words with digraphs <input type="checkbox"/> Spell words with trigraphs			
1.2Cii - SLAR Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
	<input type="checkbox"/> Spells common CV words <input type="checkbox"/> Spells common VC words <input type="checkbox"/> Spells common CCV words <input type="checkbox"/> Spells common CVC words <input type="checkbox"/> Spells common VCV words <input type="checkbox"/> Spells common CVCV words <input type="checkbox"/> Spells common CCVCV words <input type="checkbox"/> Spells common CVCCV words			
1.2Civ (NOT assessed in Dual Language) Spelling high-frequency words from a research-based lists	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Spell 100 high frequency words <input type="checkbox"/> Spell 76-99 high-frequency words <input type="checkbox"/> Spell 51-75 high-frequency words <input type="checkbox"/> Spell 26-50 high-frequency words <input type="checkbox"/> Spell 0-25 high-frequency words			

1.2D Demonstrate print awareness by identifying the information that different parts of a book provide	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies information gained from the front cover of a book _____ Identifies information gained from the back cover of a book _____ Identifies information gained from the title page of a book			
1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Develop handwriting by printing words legibly leaving appropriate spaces between words _____ Develop handwriting by printing sentences legibly leaving appropriate spaces between words _____ Develop handwriting by printing answers legibly leaving appropriate spaces between words			
VOCABULARY				
1.3A, 1.3B Use resources to find words and clarify word meanings	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Uses illustrations to learn and clarify word meanings _____ Uses texts to learn and clarify word meanings _____ Uses digital means to help find and identify words _____ Uses picture dictionaries to help find and identify words			

FLUENCY

1.4A
Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

The student demonstrates mastery of:
 0 indicators

The student demonstrates mastery of:
 1 indicator

The student demonstrates mastery of:
 2 indicators

The student demonstrates mastery of:
 3 indicators

Anecdotal Data:

- _____ Uses appropriate rate when reading grade-level texts
- _____ Uses appropriate accuracy when reading grade-level texts
- _____ Uses appropriate prosody when reading grade-level texts

SELF-SELECTED READING

1.5A
self-select text and interact independently with text for increasing periods of time

The student demonstrates mastery of:
 0-1 indicators

The student demonstrates mastery of:
 2 indicators

The student demonstrates mastery of:
 3-4 indicators

The student demonstrates mastery of:
 5 indicators

Anecdotal Data:

- _____ Self-selects a text
- _____ Interacts independently with a self-selected text
- _____ Interacts independently with self-selected text for 10 minutes
- _____ Interacts independently with self-selected text for 12 minutes
- _____ Interacts independently with self-selected text for 15 minutes

LITERARY TEXTS

1.8C
Describe the main character(s) and the reason(s) for their actions

The student demonstrates mastery of:
 0 indicators

The student demonstrates mastery of:
 1 indicator

The student demonstrates mastery of:
 2 indicators

The student demonstrates mastery of:
 3 indicators

Anecdotal Data:

- _____ Describes the main character in a text
- _____ Describes the actions of a main character in a text
- _____ Describes the reasons for the actions of a main character in a text

1.9Dii recognize characteristics and structures of informational text including features and simple graphics to locate or gain information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Recognize how informational text is different from literary texts <input type="checkbox"/> Recognize how graphics support understanding in informational texts <input type="checkbox"/> Recognize how text features support understanding in informational texts <input type="checkbox"/> Explain how to gain information from reading informational texts			
COMPOSITION				
1.11A Plan writing by generating ideas through drawing, brainstorming, and class discussions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Use drawing to generate ideas for writing <input type="checkbox"/> Use brainstorming to help set a plan for writing <input type="checkbox"/> Use class discussions to help set a plan for writing			
1.11Bi, 1.11Bii Develop a draft for writing with an organizational structure and a specific idea with relevant details	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Identify and use a specific idea for writing <input type="checkbox"/> Develop a plan for organizing writing <input type="checkbox"/> Develop drafts for writing <input type="checkbox"/> Use relevant details in writing to support organization			

1.11C Revise drafts by adding details in pictures and words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Revises writing by adding details with words <input type="checkbox"/> Revises writing by adding details with pictures <input type="checkbox"/> Recognizes when to revise writing			
1.11Dii edit drafts using standard English conventions including past and present verb tense	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Identify present tense <input type="checkbox"/> Identify past tense <input type="checkbox"/> Edit drafts for present tense <input type="checkbox"/> Edit drafts for past tense			
SOCIAL STUDIES GOVERNMENT				
1.10A Explain the purpose for rules and laws in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Explain why we have rules in our homes <input type="checkbox"/> Explain why we have rules in school <input type="checkbox"/> Explain why we have laws in our community			

1.10B Identify rules and laws that establish order, provide security, and manage conflict	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____ Identify a rule that establishes order _____ Identify a law that establishes order _____ Identify a rule that provides security _____ Identify a law that provides security _____ Identify a rule that manages conflict _____ Identify a law that manages conflict			
1.11A Identify the responsibilities of authority figures in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identify the responsibilities of authority figures in the home _____ Identify the responsibilities of authority figures in school _____ Identify the responsibilities of authority figures in the community			

2nd Nine Weeks

3 - Masters Standard	<ul style="list-style-type: none"> • Demonstrates and applies knowledge and understanding of learned concepts and skills • Meets requirements for grade-level work • Completes work accurately and independently
2 - Meets Standard	<ul style="list-style-type: none"> • Demonstrates partial knowledge and understanding of concepts and skills • Beginning to meet requirements for grade-level work • Requires extra time, instruction, assistance and/or practice
1 - Approaching Standard	<ul style="list-style-type: none"> • Demonstrates minimal knowledge and understanding of concepts and skills • Seldom meets requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice
0 - Does Not Meet Standard	<ul style="list-style-type: none"> • Has not made progress toward knowledge and understanding of concepts and skills • Does not meet requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice

ORAL LANGUAGE

1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
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Anecdotal Data:	<p>_____ Listens actively</p> <p>_____ Asks relevant questions based on information presented</p> <p>_____ Asks questions to clarify information</p> <p>_____ Uses multiple words when asking questions on information presented</p> <p>_____ Uses multiple words when answering questions on information presented</p>
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SOCIAL STUDIES PROCESS SKILLS

1.16B Apply critical-thinking skills to organize and use information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
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Anecdotal Data:	<p>_____ Demonstrates critical thinking</p> <p>_____ Demonstrates critical thinking in sequencing information</p> <p>_____ Demonstrates critical thinking in categorizing information</p>
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1.1B Follow, restate, and give oral instructions over short, related sequence of events	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Follows oral directions <input type="checkbox"/> Follows oral directions that involve a sequence of actions <input type="checkbox"/> Restates oral directions accurately <input type="checkbox"/> Gives oral directions accurately to teacher or another classmate			
SOCIAL STUDIES PROCESS SKILLS				
1.17A Use a simple timeline to distinguish among past, present, and future	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Use a simple timeline to distinguish among past, present, and future orally <input type="checkbox"/> Use a simple timeline to distinguish among past, present, and future visually <input type="checkbox"/> Use a simple timeline to distinguish among past, present, and future in written form			
1.17B Use a calendar to describe and measure time	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Use a calendar to describe and measure time in days <input type="checkbox"/> Use a calendar to describe and measure time in weeks <input type="checkbox"/> Use a calendar to describe and measure time in months <input type="checkbox"/> Use a calendar to describe and measure time in years			
BEGINNING READING AND WRITING				
1.2Ai Produce a series of rhyming words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Produces rhyming words independently <input type="checkbox"/> Consistently identifies and produces rhyming words <input type="checkbox"/> Independently produces a series (3+) rhyming words			

1.2Aiii (NOT assessed in Dual language) Distinguish between long and short vowels in one syllable words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies long vowels in one syllable words _____ Identifies short vowels in one syllable words _____ Distinguishes between long and short vowels from consonants in one syllable words			
1.2Aiii - SLAR Recognize the change in spoken word when a specified syllable is added, changed, or removed;	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Recognize how words are change in spoken situations _____ Recognize how words are created when syllables are changed _____ Recognize how words are created when syllables are added _____ Recognize how words are created when syllables are removed			
1.2Aiv (NOT assessed in Dual Language) Recognizing the change in spoken word when a specified phoneme is added, changed, or removed	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Recognize the change in spoken word when a specified phoneme is added _____ Recognize the change in spoken word when a specified phoneme is changed _____ Recognize the change in spoken word when a specified phoneme is removed			

1.2Aiv - SLAR Segment spoken words into individual syllables	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Segment spoken words into two syllables <input type="checkbox"/> Segment spoken words into three syllables <input type="checkbox"/> Segment spoken words into four syllables			
1.2Av (NOT assessed in Dual Language) Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Blend spoken phonemes to form one-syllable words <input type="checkbox"/> Blend spoken phonemes to form one-syllable words with initial consonant blends <input type="checkbox"/> Blend spoken phonemes to form one-syllable words with final consonant blends			
1.2Av - SLAR Blend spoken complex syllables, including sílabas trabadas, to form multisyllabic words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Blend spoken complex syllables to form two-syllable words <input type="checkbox"/> Blend spoken complex syllables to form three-syllable words <input type="checkbox"/> Blend spoken complex syllables to form four-syllable words <input type="checkbox"/> Blend spoken complex syllables including silabas trabadas			
1.2Bi (NOT assessed in Dual Language) Decode words in isolation and in context by applying common letter sound correspondences	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Decodes words in isolation <input type="checkbox"/> Decodes words in context <input type="checkbox"/> Understands how to apply common letter sound correspondences			

1.2Bi - SLAR Identify and match sounds to individual letters	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	<p>_____ Identifies 27 letter sounds correctly _____ Identifies 15-26 letter sounds correctly _____ Identifies 0-14 letters sounds correctly</p> <p>_____ Matches 27 letter sounds correctly _____ Matches 15-26 letter sounds correctly _____ Matches 0-14 letter sounds correctly</p>			
1.2Biii (NOT assessed in Dual Language) Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	<p>_____ Decode words with closed syllables _____ Decode words with open syllables _____ Decode words with VCe syllables _____ Decode words with vowel teams-vowel digraphs _____ Decode words with vowel teams-diphthongs _____ Decode words with closed r-controlled syllables</p>			
1.2Bv (NOT assessed in Dual Language) Decodes words with inflectional endings, including -ed, -s, and -es	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p>_____ Decodes words with inflectional endings with -ed _____ Decodes words with inflectional endings with -s _____ Decodes words with inflectional endings with --es</p>			

1.2Bvi (NOT assessed in Dual Language) Identify and read at least 100 high-frequency words	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	_____ Identifies AND reads MORE THAN 100 high frequency words context _____ Identifies 76-100 high frequency words _____ Reads 76-100 high frequency words context _____ Identifies 51-75 high frequency words _____ Reads 51-75 high frequency words context _____ Identifies 26-50 high frequency words _____ Reads 26-50 high frequency words context _____ Identifies 0-25 high frequency words _____ Reads 0-25 high frequency words in context			
1.2Ci (NOT assessed in Dual Language) Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____ Spell words with closed syllables _____ Spell words with open syllables _____ Spell words with VCe syllables _____ Spell words with vowel teams _____ Spell words with r-controlled syllables			
1.2Ci - SLAR Spelling common letter and sound correlations.	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Spell all 27 letters from audible pronunciations _____ Spell 15-26 letters from audible pronunciations _____ Spell 0-14 letters from audible pronunciations			

1.2Cii (NOT assessed in Dual Language) Spelling words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____ Spell words with initial consonant blends _____ Spell words with final consonant blends _____ Spell words with initial and final consonant blends _____ Spell words with digraphs _____ Spell words with trigraphs			
1.2Cii - SLAR Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
	_____ Spells common CV words _____ Spells common VC words _____ Spells common CCV words _____ Spells common CVC words _____ Spells common VCV words _____ Spells common CVCV words _____ Spells common CCVCV words _____ Spells common CVCCV words			

1.2Civ (NOT assessed in Dual Language) Spelling high-frequency words from a research-based lists	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____ Spell 100 high frequency words _____ Spell 75-99 high-frequency words _____ Spell 51-75 high-frequency words _____ Spell 26-50 high-frequency words _____ Spell 0-25 high-frequency words			
1.2D Demonstrate print awareness by identifying the information that different parts of a book provide	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies information gained from the front cover of a book _____ Identifies information gained from the back cover of a book _____ Identifies information gained from the title page of a book			
1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Develop handwriting by printing words legibly leaving appropriate spaces between words _____ Develop handwriting by printing sentences legibly leaving appropriate spaces between words _____ Develop handwriting by printing answers legibly leaving appropriate spaces between words			

VOCABULARY**1.3A, 1.3B**
Use resources to find words and clarify word meaningsThe student demonstrates mastery of:
0 indicatorsThe student demonstrates mastery of:
1 indicatorThe student demonstrates mastery of:
2-3 indicatorsThe student demonstrates mastery of:
4 indicators

Anecdotal Data:

- _____ Uses illustrations to learn and clarify word meanings
- _____ Uses texts to learn and clarify word meanings
- _____ Uses digital means to help find and identify words
- _____ Uses picture dictionaries to help find and identify words

1.3D
Identify and use words that name actions, directions, positions, sequences, categories, and locationsThe student demonstrates mastery of:
0-1 indicatorsThe student demonstrates mastery of:
2-3 indicatorThe student demonstrates mastery of:
4-5 indicatorsThe student demonstrates mastery of:
6 indicators

Anecdotal Data:

- _____ Identify & use words that name actions
- _____ Identify & use words that name directions
- _____ Identify & use words that name positions
- _____ Identify & use words that name sequences
- _____ Identify & use words that name categories
- _____ Identify & use words that name locations

FLUENCY**1.4A**
Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level textThe student demonstrates mastery of:
0 indicatorsThe student demonstrates mastery of:
1 indicatorThe student demonstrates mastery of:
2 indicatorsThe student demonstrates mastery of:
3 indicators

Anecdotal Data:

- _____ Uses appropriate rate when reading grade-level texts
- _____ Uses appropriate accuracy when reading grade-level texts
- _____ Uses appropriate prosody when reading grade-level texts

SELF-SELECTED READING**1.5A
self-select text and
interact independently
with text for increasing
periods of time**The student demonstrates
mastery of:
0-1 indicatorsThe student demonstrates
mastery of:
2 indicatorsThe student demonstrates
mastery of:
3-4 indicatorsThe student demonstrates
mastery of:
5 indicators

Anecdotal Data:

- _____ Self-selects a text
- _____ Interacts independently with a self-selected text
- _____ Interacts independently with self-selected text for 10 minutes
- _____ Interacts independently with self-selected text for 12 minutes
- _____ Interacts independently with self-selected text for 15 minutes

LITERARY TEXTS**1.8C
describe the main
character(s) and the
reason(s) for their actions**The student demonstrates
mastery of:
0 indicatorsThe student demonstrates
mastery of:
1 indicatorThe student demonstrates
mastery of:
2 indicatorsThe student demonstrates
mastery of:
3 indicators

Anecdotal Data:

- _____ Describes the main character in a text
- _____ Describes the actions of a main character in a text
- _____ Describes the reasons for the actions of a main character in a text

**1.9Dii
recognize characteristics
and structures of
informational text
including features and
simple graphics to locate
or gain information**The student demonstrates
mastery of:
0 indicatorsThe student demonstrates
mastery of:
1 indicatorThe student demonstrates
mastery of:
2-3 indicatorsThe student demonstrates
mastery of:
4 indicators

Anecdotal Data:

- _____ Recognize how informational text is different from literary texts
- _____ Recognize how graphics support understanding in informational texts
- _____ Recognize how text features support understanding in informational texts
- _____ Explain how to gain information from reading informational texts

COMPOSITION**1.11A
Plan writing by
generating ideas through
drawing, brainstorming,
and class discussions**The student demonstrates
mastery of:
0 indicatorsThe student demonstrates
mastery of:
1 indicatorThe student demonstrates
mastery of:
2 indicatorsThe student demonstrates
mastery of:
3 indicators

Anecdotal Data:

- _____ Use drawing to generate ideas for writing
- _____ Use brainstorming to help set a plan for writing
- _____ Use class discussions to help set a plan for writing

**1.11Bi, 1.11Bii
Develop a draft for writing
with an organizational
structure and a specific
idea with relevant details**The student demonstrates
mastery of:
0 indicatorsThe student demonstrates
mastery of:
1 indicatorThe student demonstrates
mastery of:
2-3 indicatorsThe student demonstrates
mastery of:
4 indicators

Anecdotal Data:

- _____ Identify and use a specific idea for writing
- _____ Develop a plan for organizing writing
- _____ Develop drafts for writing
- _____ Use relevant details in writing to support organization

**1.11C
Revise drafts by adding
details in pictures&words**The student demonstrates
mastery of:
0 indicatorsThe student demonstrates
mastery of:
1 indicatorThe student demonstrates
mastery of:
2 indicatorsThe student demonstrates
mastery of:
3 indicators

Anecdotal Data:

- _____ Revises writing by adding details with words
- _____ Revises writing by adding details with pictures
- _____ Recognizes when to revise writing

1.11Dii (NOT assessed in Dual Language) edit drafts using standard English conventions including past and present verb tense	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	____ Identify present tense ____ Identify past tense ____ Edit drafts for present tense ____ Edit drafts for past tense			
1.11Dii-SLAR edit drafts using standard Spanish conventions including past and present verb tense, including the difference between ser and estar	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	____ Identify present tense-ser ____ Identify past tense-estar ____ Edit drafts for present tense with ser ____ Edit drafts for past tense with estar			
1.11Diii (NOT assessed in Dual Language) Edit drafts using standard English conventions, including singular, plural, common, and proper nouns	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	____ Edit drafts using standard English conventions including singular nouns ____ Edit drafts using standard English conventions, including plural nouns ____ Edit drafts using standard English conventions including common nouns ____ Edit drafts using standard English conventions, including proper nouns			

1.11Diii - SLAR edit drafts using standard Spanish conventions including singular, plural, common, and proper nouns, including gender-specific articles	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	<input type="checkbox"/> Identify singular nouns <input type="checkbox"/> Identify plural nouns <input type="checkbox"/> Identify common nouns and proper <input type="checkbox"/> Identify correct gender-specific articles <input type="checkbox"/> Edit drafts for singular nouns <input type="checkbox"/> Edit drafts for common and proper nouns <input type="checkbox"/> Edit drafts for present tense with ser <input type="checkbox"/> Edit drafts for past tense with estar <input type="checkbox"/> Edit drafts for correct gender-specific articles			
SOCIAL STUDIES GOVERNMENT				
1.10A Explain the purpose for rules and laws in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Explain why we have rules in our homes <input type="checkbox"/> Explain why we have rules in school <input type="checkbox"/> Explain why we have laws in our community			
1.10B Identify rules and laws that establish order, provide security, and manage conflict	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	<input type="checkbox"/> Identify a rule that establishes order <input type="checkbox"/> Identify a law that establishes order <input type="checkbox"/> Identify a rule that provides security <input type="checkbox"/> Identify a law that provides security <input type="checkbox"/> Identify a rule that manages conflict <input type="checkbox"/> Identify a law that manages conflict			

1.11A Identify the responsibilities of authority figures in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identify the responsibilities of authority figures in the home _____ Identify the responsibilities of authority figures in school _____ Identify the responsibilities of authority figures in the community			

3rd Nine Weeks

3 - Masters Standard	<ul style="list-style-type: none"> • Demonstrates and applies knowledge and understanding of learned concepts and skills • Meets requirements for grade-level work • Completes work accurately and independently
2 - Meets Standard	<ul style="list-style-type: none"> • Demonstrates partial knowledge and understanding of concepts and skills • Beginning to meet requirements for grade-level work • Requires extra time, instruction, assistance and/or practice
1 - Approaching Standard	<ul style="list-style-type: none"> • Demonstrates minimal knowledge and understanding of concepts and skills • Seldom meets requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice
0 - Does Not Meet Standard	<ul style="list-style-type: none"> • Has not made progress toward knowledge and understanding of concepts and skills • Does not meet requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice

ORAL LANGUAGE

1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Listens actively <input type="checkbox"/> Asks relevant questions based on information presented <input type="checkbox"/> Asks questions to clarify information <input type="checkbox"/> Uses multiple words when asking questions on information presented <input type="checkbox"/> Uses multiple words when answering questions on information presented			

SOCIAL STUDIES PROCESS SKILLS

1.16B Apply critical-thinking skills to organize and use information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Demonstrates critical thinking <input type="checkbox"/> Demonstrates critical thinking in sequencing information <input type="checkbox"/> Demonstrates critical thinking in categorizing information			

1.1B Follow, restate, and give oral instructions over short, related sequence of events	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
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Anecdotal Data:	<input type="checkbox"/> Follows oral directions <input type="checkbox"/> Follows oral directions that involve a sequence of actions <input type="checkbox"/> Restates oral directions accurately <input type="checkbox"/> Gives oral directions accurately to teacher or another classmate			
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SOCIAL STUDIES PROCESS SKILLS

1.17A Use a simple timeline to distinguish among past, present, and future	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
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Anecdotal Data:	<input type="checkbox"/> Use a simple timeline to distinguish among past, present, and future orally <input type="checkbox"/> Use a simple timeline to distinguish among past, present, and future visually <input type="checkbox"/> Use a simple timeline to distinguish among past, present, and future in written form			
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1.17B Use a calendar to describe and measure time	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
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Anecdotal Data:	<input type="checkbox"/> Use a calendar to describe and measure time in days <input type="checkbox"/> Use a calendar to describe and measure time in weeks <input type="checkbox"/> Use a calendar to describe and measure time in months <input type="checkbox"/> Use a calendar to describe and measure time in years			
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BEGINNING READING AND WRITING

1.2Ai Produce a series of rhyming words	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 3 indicators
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Anecdotal Data:	<input type="checkbox"/> Produces rhyming words independently <input type="checkbox"/> Consistently identifies and produces rhyming words <input type="checkbox"/> Independently produces a series (3+) rhyming words			
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1.2Aiii (NOT assessed in Dual Language) Distinguish between long and short vowels in one syllable words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies long vowels in one syllable words _____ Identifies short vowels in one syllable words _____ Distinguishes between long and short vowels from consonants in one syllable words			
1.2Aiii - SLAR Recognize the change in spoken word when a specified syllable is added, changed, or removed;	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Recognize how words are change in spoken situations _____ Recognize how words are created when syllables are changed _____ Recognize how words are created when syllables are added _____ Recognize how words are created when syllables are removed			
1.2Aiv (NOT assessed in Dual Language) Recognizing the change in spoken word when a specified phoneme is added, changed, or removed	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Recognize the change in spoken word when a specified phoneme is added _____ Recognize the change in spoken word when a specified phoneme is changed _____ Recognize the change in spoken word when a specified phoneme is removed			

1.2Aiv - SLAR Segment spoken words into individual syllables	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Segment spoken words into two syllables _____ Segment spoken words into three syllables _____ Segment spoken words into four syllables			
1.2Av (NOT assessed in Dual Language) Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Blend spoken phonemes to form one-syllable words _____ Blend spoken phonemes to form one-syllable words with initial consonant blends _____ Blend spoken phonemes to form one-syllable words with final consonant blends			
1.2Av - SLAR Blend spoken complex syllables, including sílabas trabadas, to form multisyllabic words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Blend spoken complex syllables to form two-syllable words _____ Blend spoken complex syllables to form three-syllable words _____ Blend spoken complex syllables to form four-syllable words _____ Blend spoken complex syllables including sílabas trabadas			

1.2Avii (NOT assessed in Dual Language) Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Segment spoken one-syllable words of three to five phonemes into individual phonemes _____ Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial consonant blends _____ Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with final consonant blends			
1.2Avii - SLAR Manipulates syllables within words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Manipulates a one-syllable word _____ Manipulates a two-syllable word _____ Manipulates a three-syllable word _____ Manipulates a four-syllable word			
1.2Bi (NOT assessed in Dual Language) Decode words in isolation and in context by applying common letter sound correspondences	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Decodes words in isolation _____ Decodes words in context _____ Understands how to apply common letter sound correspondences			

1.2Bi - SLAR Identify and match sounds to individual letters	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies 27 letter sounds correctly <input type="checkbox"/> Identifies 15-26 letter sounds correctly <input type="checkbox"/> Identifies 0-14 letters sounds correctly <input type="checkbox"/> Matches 27 letter sounds correctly <input type="checkbox"/> Matches 15-26 letter sounds correctly <input type="checkbox"/> Matches 0-14 letter sounds correctly			
1.2Bii (NOT assessed in Dual Language) Decode words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Decode words with initial and final consonant blends <input type="checkbox"/> Decode words with digraphs <input type="checkbox"/> Decode words with trigraphs			
1.2Bii - SLAR Decodes words with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
Anecdotal Data:	<input type="checkbox"/> Decode words with sílabas trabadas <input type="checkbox"/> Decode words with /as/bla/ <input type="checkbox"/> Decode words with /bra/ <input type="checkbox"/> Decode words with /gla/ <input type="checkbox"/> Decode words with /gla/ <input type="checkbox"/> Decode words with multiple sound spelling patterns-c,k, and q <input type="checkbox"/> Decode words with multiple sound spelling patterns-s, z <input type="checkbox"/> Decode words with multiple sound spelling patterns-soft c and x			

1.2Biii (NOT assessed in Dual Language) Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____ Decode words with closed syllables _____ Decode words with open syllables _____ Decode words with VCe syllables _____ Decode words with vowel teams-vowel digraphs _____ Decode words with vowel teams-diphthongs _____ Decode words with closed r-controlled syllables			
1.2Biii - SLAR Decode words silent letters and advanced syllables	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Decode words with a silent h _____ Decode words with que- and qui- _____ Decode words with gue- and gui- _____ Decode words with güe- and güi-			
1.2Bv (NOT assessed in Dual Language) Decodes words with inflectional endings, including -ed, -s, and -es	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Decodes words with inflectional endings with -ed _____ Decodes words with inflectional endings with -s _____ Decodes words with inflectional endings with --es			

1.2Bvi (NOT assessed in Dual Language) Identify and read at least 100 high-frequency words	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies AND reads MORE THAN 100 high frequency words context <input type="checkbox"/> Identifies 76-100 high frequency words <input type="checkbox"/> Reads 76-100 high frequency words context <input type="checkbox"/> Identifies 51-75 high frequency words <input type="checkbox"/> Reads 51-75 high frequency words context <input type="checkbox"/> Identifies 26-50 high frequency words <input type="checkbox"/> Reads 26-50 high frequency words context <input type="checkbox"/> Identifies 0-25 high frequency words <input type="checkbox"/> Reads 0-25 high frequency words in context			
1.2Ci (NOT assessed in Dual Language) Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Spell words with closed syllables <input type="checkbox"/> Spell words with open syllables <input type="checkbox"/> Spell words with VCe syllables <input type="checkbox"/> Spell words with vowel teams <input type="checkbox"/> Spell words with r-controlled syllables			
1.2Ci - SLAR Spelling common letter and sound correlations.	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Spell all 27 letters from audible pronunciations <input type="checkbox"/> Spell 15-26 letters from audible pronunciations <input type="checkbox"/> Spell 0-14 letters from audible pronunciations			

1.2Cii (NOT assessed in Dual Language) Spelling words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____ Spell words with initial consonant blends _____ Spell words with final consonant blends _____ Spell words with initial and final consonant blends _____ Spell words with digraphs _____ Spell words with trigraphs			
1.2Cii-SLAR Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
	_____ Spells common CV words _____ Spells common VC words _____ Spells common CCV words _____ Spells common CVC words _____ Spells common VCV words _____ Spells common CVCV words _____ Spells common CCVCV words _____ Spells common CVCCV words			
1.2Civ (NOT assessed in Dual Language) Spelling high-frequency words from a research-based lists	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____ Spell 100 high frequency words _____ Spell 75-99 high-frequency words _____ Spell 51-75 high-frequency words _____ Spell 26-50 high-frequency words _____ Spell 0-25 high-frequency words			

1.2D Demonstrate print awareness by identifying the information that different parts of a book provide	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	____ Identifies information gained from the front cover of a book ____ Identifies information gained from the back cover of a book ____ Identifies information gained from the title page of a book			
1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	____ Develop handwriting by printing words legibly leaving appropriate spaces between words ____ Develop handwriting by printing sentences legibly leaving appropriate spaces between words ____ Develop handwriting by printing answers legibly leaving appropriate spaces between words			
VOCABULARY				
1.3A, 1.3B Use resources to find words and clarify word meanings	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	____ Uses illustrations to learn and clarify word meanings ____ Uses texts to learn and clarify word meanings ____ Uses digital means to help find and identify words ____ Uses picture dictionaries to help find and identify words			

1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	<input type="checkbox"/> Identify & use words that name actions <input type="checkbox"/> Identify & use words that name directions <input type="checkbox"/> Identify & use words that name positions <input type="checkbox"/> Identify & use words that name sequences <input type="checkbox"/> Identify & use words that name categories <input type="checkbox"/> Identify & use words that name locations			
SOCIAL STUDIES GEOGRAPHY				
1.3A Describe the location of self and objects relative to other locations in the classroom and school using spatial terms	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Describe where you are in relation to the school using spatial terms (over, under, near, far, left, right, inside, outside) <input type="checkbox"/> Describe where you are in relation to the gym using spatial terms (over, under, near, far, left, right, inside, outside) <input type="checkbox"/> Describe where the school is in relation to your house using spatial terms (over, under, near, far, left, right, inside, outside) <input type="checkbox"/> Describe where the flag is in relation to you using spatial terms (over, under, near, far, left, right, inside, outside)			
1.3B Locate places using the four cardinal directions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Locate a place using north on a map <input type="checkbox"/> Locate a place using south on a map <input type="checkbox"/> Locate a place using east on a map <input type="checkbox"/> Locate a place using west on a map			

FLUENCY**1.4A**
Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level textThe student demonstrates mastery of:
0 indicatorsThe student demonstrates mastery of:
1 indicatorThe student demonstrates mastery of:
2 indicatorsThe student demonstrates mastery of:
3 indicators

Anecdotal Data:

- Uses appropriate rate when reading grade-level texts
- Uses appropriate accuracy when reading grade-level texts
- Uses appropriate prosody when reading grade-level texts

SELF-SELECTED READING**1.5A**
self-select text and interact independently with text for increasing periods of timeThe student demonstrates mastery of:
0-1 indicatorsThe student demonstrates mastery of:
2 indicatorsThe student demonstrates mastery of:
3-4 indicatorsThe student demonstrates mastery of:
5 indicators

Anecdotal Data:

- Self-selects a text
- Interacts independently with a self-selected text
- Interacts independently with self-selected text for 10 minutes
- Interacts independently with self-selected text for 12 minutes
- Interacts independently with self-selected text for 15 minutes

LITERARY TEXTS**1.8C**
describe the main character(s) and the reason(s) for their actionsThe student demonstrates mastery of:
0 indicatorsThe student demonstrates mastery of:
1 indicatorThe student demonstrates mastery of:
2 indicatorsThe student demonstrates mastery of:
3 indicators

Anecdotal Data:

- Describes the main character in a text
- Describes the actions of a main character in a text
- Describes the reasons for the actions of a main character in a text

1.9Dii recognize characteristics and structures of informational text including features and simple graphics to locate or gain information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> recognize how informational text is different from literary texts <input type="checkbox"/> recognize how graphics support understanding in informational texts <input type="checkbox"/> recognize how text features support understanding in informational texts <input type="checkbox"/> explain how to gain information from reading informational texts			
COMPOSITION				
1.11A Plan writing by generating ideas through drawing, brainstorming, and class discussions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Use drawing to generate ideas for writing <input type="checkbox"/> Use brainstorming to help set a plan for writing <input type="checkbox"/> Use class discussions to help set a plan for writing			
1.11Bi, 1.11Bii Develop a draft for writing with an organizational structure and a specific idea with relevant details	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Identify and use a specific idea for writing <input type="checkbox"/> Develop a plan for organizing writing <input type="checkbox"/> Develop drafts for writing <input type="checkbox"/> Use relevant details in writing to support organization			

1.11C Revise drafts by adding details in pictures or words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Revises writing by adding details with words <input type="checkbox"/> Revises writing by adding details with pictures <input type="checkbox"/> Recognizes when to revise writing			
1.11Dii (NOT assessed in English) Edit drafts using standard English conventions including past and present verb tense	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Identify present tense <input type="checkbox"/> Identify past tense <input type="checkbox"/> Edit drafts for present tense <input type="checkbox"/> Edit drafts for past tense			
SLAR- 1.11Dii edit drafts using standard Spanish conventions including past and present verb tense, including the difference between ser and estar	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Identify present tense-ser <input type="checkbox"/> Identify past tense-estar <input type="checkbox"/> Edit drafts for present tense with ser <input type="checkbox"/> Edit drafts for past tense with estar			

1.11Diii (NOT assessed in Dual Language) Edit drafts using standard English conventions, including singular, plural, common, and proper nouns	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Edit drafts using standard English conventions including singular nouns <input type="checkbox"/> Edit drafts using standard English conventions, including plural nouns <input type="checkbox"/> Edit drafts using standard English conventions including common nouns <input type="checkbox"/> Edit drafts using standard English conventions, including proper nouns			
1.11Diii-SLAR edit drafts using standard Spanish conventions including singular, plural, common, and proper nouns, including gender-specific articles	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	<input type="checkbox"/> Identify singular nouns <input type="checkbox"/> Identify plural nouns <input type="checkbox"/> Identify common nouns and proper <input type="checkbox"/> Identify correct gender-specific articles <input type="checkbox"/> Edit drafts for singular nouns <input type="checkbox"/> Edit drafts for common and proper nouns <input type="checkbox"/> Edit drafts for present tense with ser <input type="checkbox"/> Edit drafts for past tense with estar <input type="checkbox"/> Edit drafts for correct gender-specific articles			
1.11Di (NOT assessed in Dual Language) edit drafts using standard English conventions, including complete sentences with subject-verb agreement	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Edit drafts using standard English conventions including complete sentences <input type="checkbox"/> Edit drafts using standard English conventions including identifying the subject and verb <input type="checkbox"/> Edit drafts using standard English conventions, including complete sentences with subject-verb agreement			

1.11Di-SLAR edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
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Anecdotal Data:	<input type="checkbox"/> Edit drafts using standard Spanish conventions including complete sentences <input type="checkbox"/> Edit drafts using standard Spanish conventions including identifying the subject and verb <input type="checkbox"/> Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement			
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SOCIAL STUDIES GOVERNMENT

1.10A Explain the purpose for rules and laws in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
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Anecdotal Data:	<input type="checkbox"/> Explain why we have rules in our homes <input type="checkbox"/> Explain why we have rules in school <input type="checkbox"/> Explain why we have laws in our community			
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1.10B Identify rules and laws that establish order, provide security, and manage conflict	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
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Anecdotal Data:	<input type="checkbox"/> Identify a rule that establishes order <input type="checkbox"/> Identify a law that establishes order <input type="checkbox"/> Identify a rule that provides security <input type="checkbox"/> Identify a law that provides security <input type="checkbox"/> Identify a rule that manages conflict <input type="checkbox"/> Identify a law that manages conflict			
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1.11A Identify the responsibilities of authority figures in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identify the responsibilities of authority figures in the home _____ Identify the responsibilities of authority figures in school _____ Identify the responsibilities of authority figures in the community			

4th Nine Weeks

3 - Masters Standard	<ul style="list-style-type: none"> • Demonstrates and applies knowledge and understanding of learned concepts and skills • Meets requirements for grade-level work • Completes work accurately and independently
2 - Meets Standard	<ul style="list-style-type: none"> • Demonstrates partial knowledge and understanding of concepts and skills • Beginning to meet requirements for grade-level work • Requires extra time, instruction, assistance and/or practice
1 - Approaching Standard	<ul style="list-style-type: none"> • Demonstrates minimal knowledge and understanding of concepts and skills • Seldom meets requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice
0 - Does Not Meet Standard	<ul style="list-style-type: none"> • Has not made progress toward knowledge and understanding of concepts and skills • Does not meet requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice

ORAL LANGUAGE

1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Listens actively <input type="checkbox"/> Asks relevant questions based on information presented <input type="checkbox"/> Asks questions to clarify information <input type="checkbox"/> Uses multiple words when asking questions on information presented <input type="checkbox"/> Uses multiple words when answering questions on information presented			

SOCIAL STUDIES PROCESS SKILLS

1.16B Apply critical-thinking skills to organize and use information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Demonstrates critical thinking <input type="checkbox"/> Demonstrates critical thinking in sequencing information <input type="checkbox"/> Demonstrates critical thinking in categorizing information			

1.1B Follow, restate, and give oral instructions over short, related sequence of events	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Follows oral directions <input type="checkbox"/> Follows oral directions that involve a sequence of actions <input type="checkbox"/> Restates oral directions accurately <input type="checkbox"/> Gives oral directions accurately to teacher or another classmate			
SOCIAL STUDIES PROCESS SKILLS				
1.17A Use a simple timeline to distinguish among past, present, and future	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Use a simple timeline to distinguish among past, present, and future orally <input type="checkbox"/> Use a simple timeline to distinguish among past, present, and future visually <input type="checkbox"/> Use a simple timeline to distinguish among past, present, and future in written form			
1.17B Use a calendar to describe and measure time	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Use a calendar to describe and measure time in days <input type="checkbox"/> Use a calendar to describe and measure time in weeks <input type="checkbox"/> Use a calendar to describe and measure time in months <input type="checkbox"/> Use a calendar to describe and measure time in years			
BEGINNING READING AND WRITING				
1.2Ai- Produce a series of rhyming words	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Produces rhyming words independently <input type="checkbox"/> Consistently identifies and produces rhyming words <input type="checkbox"/> Independently produces a series (3+) rhyming words			

1.2Aiii (NOT assessed in Dual language) Distinguish between long and short vowels in one syllable words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies long vowels in one syllable words _____ Identifies short vowels in one syllable words _____ Distinguishes between long and short vowels from consonants in one syllable words			
1.2Aiii-SLAR Recognize the change in spoken word when a specified syllable is added, changed, or removed;	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Recognize how words are change in spoken situations _____ Recognize how words are created when syllables are changed _____ Recognize how words are created when syllables are added _____ Recognize how words are created when syllables are removed			
1.2Av (NOT assessed in Dual Language) Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Blend spoken phonemes to form one-syllable words _____ Blend spoken phonemes to form one-syllable words with initial consonant blends _____ Blend spoken phonemes to form one-syllable words with final consonant blends			

1.2Av-SLAR Blend spoken complex syllables, including sílabas trabadas, to form multisyllabic words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Blend spoken complex syllables to form two-syllable words _____ Blend spoken complex syllables to form three-syllable words _____ Blend spoken complex syllables to form four-syllable words _____ Blend spoken complex syllables including silabas trabadas			
1.2Avii (NOT assessed in Dual Language) Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Segment spoken one-syllable words of three to five phonemes into individual phonemes _____ Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial consonant blends _____ Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with final consonant blends			
1.2Avii-SLAR Manipulates syllables within words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Manipulating one syllable words _____ Manipulating two to three syllable words _____ Manipulating three to four syllable words _____ Manipulating syllables with silabas trabadas			

1.2Bi (NOT assessed in Dual Language) Decode words in isolation and in context by applying common letter sound correspondences	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Decodes words in isolation _____ Decodes words in context _____ Understands how to apply common letter sound correspondences			
1.2Bi- SLAR Identify and match sounds to individual letters	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____ Identifies 27 letter sounds correctly _____ Identifies 15-26 letter sounds correctly _____ Identifies 0-14 letters sounds correctly _____ Matches 27 letter sounds correctly _____ Matches 15-26 letter sounds correctly _____ Matches 0-14 letter sounds correctly			
1.2Bii (NOT assessed in Dual Language) Decode words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Decode words with initial and final consonant blends _____ Decode words with digraphs _____ Decode words with trigraphs			

1.2Bii- SLAR Decodes words with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
Anecdotal Data:	_____ Decode words with sílabas trabadas _____ Decode words with /as/bla/ _____ Decode words with /bra/ _____ Decode words with /gla/ _____ Decode words with /gla/ _____ Decode words with multiple sound spelling patterns-c,k, and q _____ Decode words with multiple sound spelling patterns-s, z _____ Decode words with multiple sound spelling patterns-soft c and x			
1.2Biii (NOT assessed in Dual Language) Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____ Decode words with closed syllables _____ Decode words with open syllables _____ Decode words with VCe syllables _____ Decode words with vowel teams-vowel digraphs _____ Decode words with vowel teams-diphthongs _____ Decode words with closed r-controlled syllables			

1.2Biii-SLAR Decode words silent letters and advanced syllables	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Decode words with a silent h _____ Decode words with que- and qui- _____ Decode words with gue- and gui- _____ Decode words with güe- and güi-			
1.2Bv (NOT assessed in Dual Language) Decodes words with inflectional endings, including -ed, -s, and -es	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Decodes words with inflectional endings with -ed _____ Decodes words with inflectional endings with -s _____ Decodes words with inflectional endings with --es			
1.2Bvi (NOT assessed in Dual Language) Identify and read at least 100 high-frequency words	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	_____ Identifies AND reads MORE THAN 100 high frequency words context _____ Identifies 76-100 high frequency words _____ Reads 76-100 high frequency words context _____ Identifies 51-75 high frequency words _____ Reads 51-75 high frequency words context _____ Identifies 26-50 high frequency words _____ Reads 26-50 high frequency words context _____ Identifies 0-25 high frequency words _____ Reads 0-25 high frequency words in context			

1.2Ci (NOT assessed in Dual Language) Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____ Spell words with closed syllables _____ Spell words with open syllables _____ Spell words with VCe syllables _____ Spell words with vowel teams _____ Spell words with r-controlled syllables			
1.2Ci-SLAR Spelling common letter and sound correlations.	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Spell all 27 letters from audible pronunciations _____ Spell 15-26 letters from audible pronunciations _____ Spell 0-14 letters from audible pronunciations			
1.2Cii (NOT assessed in Dual Language) Spelling words with initial and final consonant blends, digraphs, and trigraphs	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____ Spell words with initial consonant blends _____ Spell words with final consonant blends _____ Spell words with initial and final consonant blends _____ Spell words with digraphs _____ Spell words with trigraphs			

1.2Cii-SLAR Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
	_____ Spells common CV words _____ Spells common VC words _____ Spells common CCV words _____ Spells common CVC words _____ Spells common VCV words _____ Spells common CVCV words _____ Spells common CCVCV words _____ Spells common CVCCV words			
1.2Civ (NOT assessed in Dual Language) Spelling high-frequency words from a research-based lists	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____ Spell 100 high frequency words _____ Spell 75-99 high-frequency words _____ Spell 51-75 high-frequency words _____ Spell 26-50 high-frequency words _____ Spell 0-25 high-frequency words			
1.2D Demonstrate print awareness by identifying the information that different parts of a book provide	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies information gained from the front cover of a book _____ Identifies information gained from the back cover of a book _____ Identifies information gained from the title page of a book			

1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Use a dictionary to find words <input type="checkbox"/> Alphabetize a series of words using the first letter <input type="checkbox"/> Alphabetize a series of words using the first and second letter			
1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Develop handwriting by printing words legibly leaving appropriate spaces between words <input type="checkbox"/> Develop handwriting by printing sentences legibly leaving appropriate spaces between words <input type="checkbox"/> Develop handwriting by printing answers legibly leaving appropriate spaces between words			
VOCABULARY				
1.3A, 1.3B Use resources to find words and clarify word meanings	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Uses illustrations to learn and clarify word meanings <input type="checkbox"/> Uses texts to learn and clarify word meanings <input type="checkbox"/> Uses digital means to help find and identify words <input type="checkbox"/> Uses picture dictionaries to help find and identify words			

1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____ Identify & use words that name actions _____ Identify & use words that name directions _____ Identify & use words that name positions _____ Identify & use words that name sequences _____ Identify & use words that name categories _____ Identify & use words that name locations			
SOCIAL STUDIES GEOGRAPHY				
1.3A Describe the location of self and objects relative to other locations in the classroom and school using spatial terms	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Describe where you are in relation to the school using spatial terms (over, under, near, far, left, right, inside, outside) _____ Describe where you are in relation to the gym using spatial terms (over, under, near, far, left, right, inside, outside) _____ Describe where the school is in relation to your house using spatial terms (over, under, near, far, left, right, inside, outside) _____ Describe where the flag is in relation to you using spatial terms (over, under, near, far, left, right, inside, outside)			
1.3B Locate places using the four cardinal directions	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Locate a place using north on a map _____ Locate a place using south on a map _____ Locate a place using east on a map _____ Locate a place using west on a map			

1.5B Identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
Anecdotal Data:	<input type="checkbox"/> Identify how geographic location influences what kind of shelter a person builds <input type="checkbox"/> Describe how geographic location influences what kind of shelter a person builds <input type="checkbox"/> Identify how geographic location influences what kind of clothing a person wears <input type="checkbox"/> Describe how geographic location influences what kind of clothing a person wears <input type="checkbox"/> Identify how geographic location influences what kind of food a person eats <input type="checkbox"/> Describe how geographic location influences what kind of food a person eats <input type="checkbox"/> Identify how geographic location influences what kinds of activities a person does <input type="checkbox"/> Describe how geographic location influences what kinds of activities a person does			
FLUENCY				
1.4A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Uses appropriate rate when reading grade-level texts <input type="checkbox"/> Uses appropriate accuracy when reading grade-level texts <input type="checkbox"/> Uses appropriate prosody when reading grade-level texts			
SELF-SELECTED READING				
1.5A self-select text and interact independently with text for increasing periods of time	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Self-selects a text <input type="checkbox"/> Interacts independently with a self-selected text <input type="checkbox"/> Interacts independently with self-selected text for 10 minutes <input type="checkbox"/> Interacts independently with self-selected text for 12 minutes <input type="checkbox"/> Interacts independently with self-selected text for 15 minutes			

LITERARY TEXTS**1.8C**
describe the main character(s) and the reason(s) for their actionsThe student demonstrates mastery of:
0 indicatorsThe student demonstrates mastery of:
1 indicatorThe student demonstrates mastery of:
2 indicatorsThe student demonstrates mastery of:
3 indicators

Anecdotal Data:

- _____ Describes the main character in a text
- _____ Describes the actions of a main character in a text
- _____ Describes the reasons for the actions of a main character in a text

1.9Dii
recognize characteristics and structures of informational text including features and simple graphics to locate or gain informationThe student demonstrates mastery of:
0 indicatorsThe student demonstrates mastery of:
1 indicatorThe student demonstrates mastery of:
2-3 indicatorsThe student demonstrates mastery of:
4 indicators

Anecdotal Data:

- _____ recognize how informational text is different from literary texts
- _____ recognize how graphics support understanding in informational texts
- _____ recognize how text features support understanding in informational texts
- _____ explain how to gain information from reading informational texts

COMPOSITION**1.11A**
Plan writing by generating ideas through drawing, brainstorming, and class discussionsThe student demonstrates mastery of:
0 indicatorsThe student demonstrates mastery of:
1 indicatorThe student demonstrates mastery of:
2 indicatorsThe student demonstrates mastery of:
3 indicators

Anecdotal Data:

- _____ Use drawing to generate ideas for writing
- _____ Use brainstorming to help set a plan for writing
- _____ Use class discussions to help set a plan for writing

1.11Bi, 1.11Bii Develop a draft for writing with an organizational structure and a specific idea with relevant details	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Identify and use a specific idea for writing <input type="checkbox"/> Develop a plan for organizing writing <input type="checkbox"/> Develop drafts for writing <input type="checkbox"/> Use relevant details in writing to support organization			
1.11C Revise drafts by adding details in pictures or words	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Revises writing by adding details with words <input type="checkbox"/> Revises writing by adding details with pictures <input type="checkbox"/> Recognizes when to revise writing			
1.11Di (NOT assessed in Dual Language) edit drafts using standard English conventions, including complete sentences with subject-verb agreement	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Edit drafts using standard English conventions including complete sentences <input type="checkbox"/> Edit drafts using standard English conventions including identifying the subject and verb <input type="checkbox"/> Edit drafts using standard English conventions, including complete sentences with subject-verb agreement			
1.11Di-SLAR edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Edit drafts using standard Spanish conventions including complete sentences <input type="checkbox"/> Edit drafts using standard Spanish conventions including identifying the subject and verb <input type="checkbox"/> Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement			

1.11Dii edit drafts using standard English conventions including past and present verb tense	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Identify present tense <input type="checkbox"/> Identify past tense <input type="checkbox"/> Edit drafts for present tense <input type="checkbox"/> Edit drafts for past tense			
1.11Dii- SLAR edit drafts using standard Spanish conventions including past and present verb tense, including the difference between ser and estar	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Identify present tense-ser <input type="checkbox"/> Identify past tense-estar <input type="checkbox"/> Edit drafts for present tense with ser <input type="checkbox"/> Edit drafts for past tense with estar			
1.11Diii (NOT assessed in Dual Language) Edit drafts using standard English conventions, including singular, plural, common, and proper nouns	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Edit drafts using standard English conventions including singular nouns <input type="checkbox"/> Edit drafts using standard English conventions, including plural nouns <input type="checkbox"/> Edit drafts using standard English conventions including common nouns <input type="checkbox"/> Edit drafts using standard English conventions, including proper nouns			

1.11Diii-SLAR edit drafts using standard Spanish conventions including singular, plural, common, and proper nouns, including gender-specific articles	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	<input type="checkbox"/> Identify singular nouns <input type="checkbox"/> Identify plural nouns <input type="checkbox"/> Identify common nouns and proper nouns <input type="checkbox"/> Identify correct gender-specific articles <input type="checkbox"/> Edit drafts for singular nouns <input type="checkbox"/> Edit drafts for common and proper nouns <input type="checkbox"/> Edit drafts for present tense with ser <input type="checkbox"/> Edit drafts for past tense with estar <input type="checkbox"/> Edit drafts for correct gender-specific articles			
1.11Div edit drafts using standard English conventions, including articles and other adjectives	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Edit drafts using standard English conventions including adjectives that modify singular nouns <input type="checkbox"/> Edit drafts using standard English conventions, including adjectives that modify plural nouns <input type="checkbox"/> Edit drafts using standard English conventions including a, an, and the			
SOCIAL STUDIES GOVERNMENT				
1.10A Explain the purpose for rules and laws in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Explain why we have rules in our homes <input type="checkbox"/> Explain why we have rules in school <input type="checkbox"/> Explain why we have laws in our community			

1.10B Identify rules and laws that establish order, provide security, and manage conflict	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____ Identify a rule that establishes order _____ Identify a law that establishes order _____ Identify a rule that provides security _____ Identify a law that provides security _____ Identify a rule that manages conflict _____ Identify a law that manages conflict			
1.11A Identify the responsibilities of authority figures in the home, school, and community	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identify the responsibilities of authority figures in the home _____ Identify the responsibilities of authority figures in school _____ Identify the responsibilities of authority figures in the community			
SOCIAL STUDIES CITIZENSHIP				
1.12B Identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Define good citizenship _____ Explain how Benjamin Franklin was a good citizen _____ Explain how Eleanor Roosevelt was a good citizen			

1.13A Explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Explain the significance of the Liberty Bell _____ Explain the significance of the Statue of Liberty _____ Explain the significance of the Alamo			